

**VETERINARY AND BIOMEDICAL SCIENCES DEPARTMENT
PROMOTION AND TENURE STATEMENT
AS REQUIRED BY SECTION 7.12 OF THE REGENTS POLICY ON FACULTY
TENURE**

**Departmental Criteria and Expectations for Promotion
and Granting of Indefinite Tenure**

Approved by the Faculty on 12-07-11

Approved by the Senior Vice President for Academic Affairs and Provost on

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I. Introduction: This document describes with specificity the indices and standards, which will be used to evaluate whether candidates meet the general criteria as described in Section 7.11 of the Regents Policy on *Faculty Tenure* (see Appendix A for Section 7.11 and 7.12). For a complete perspective, the reader is advised to review Section 7 in its entirety.

Additionally, the *Procedures for Reviewing Tenure and/or Promotion: Tenure-Track and Tenured Faculty* document provides guidance on promotion and tenure processes, as provided by Sections 7.4, 7.61, and 16.3 of the Regents Policy on *Faculty Tenure*.

The purpose of this statement is to provide an account of the criteria, procedures and policies for formulating specific important decisions related to promotion to associate professor and to full professor, the granting of tenure, and for implementing certain policies outlined in the constitution and bylaws of the College of Veterinary Medicine. Criteria related to promotion to full professor are described in Section 9.2 of the Regents Policy on *Faculty Tenure*. This document also addresses the process for annual reviews and the process for post-tenure reviews.

This statement will be considered for revision every five years or earlier if deemed necessary, and approved by a vote of the majority of the tenured and tenure-track faculty of the Department.

Mission Statement: The mission of the Department of Veterinary and Biomedical Sciences is to generate and disseminate biomedical information.

The Department of Veterinary and Biomedical Sciences generates scientific knowledge about animal and human health and disease, translates knowledge into useful applications, educates undergraduate, graduate, and veterinary students in the biomedical sciences, and communicates knowledge to health professionals, animal producers, industry and scientists.

In order to be granted tenure and to be considered for promotion, a faculty member will be expected to meet Departmental expectations described below for each of the three Departmental missions: research, teaching and service, with some variation according to the person's appointment. Individual probationary faculty members will have a mentoring committee assigned to them that reviews their progress and provides support and feedback.

II. Criteria for Tenure: This statement describes the indices and standards which will be used to evaluate whether faculty in Veterinary and Biomedical Sciences meet the general criteria in Section 7.11 of the Regents Policy on *Faculty Tenure* (see Appendix A for Section 7.11). All faculty are expected to demonstrate leadership and distinction in research and teaching. To be awarded indefinite tenure, a probationary faculty member's work and activities must show compelling evidence of scholarly contributions that have resulted in the advancement, integration, and application of knowledge. Such scholarship should result in a high level of discipline expertise, be innovative and significant, and have been documented, peer-reviewed, and accepted by the relevant community.

Generally, as per Section 7.11 of the Regents Policy on *Faculty Tenure*, the candidate must have established and is likely to continue to establish a distinguished record of academic achievement; said achievement should be the foundation for a national reputation and the development of an international reputation. The candidate's record must show promise of achieving promotion to professor. Within VBS, the following standards will apply:

A. Research/Scholarly Activities:

Probationary faculty members are expected to establish an independent research program as evidenced by successful research, scholarship, or creative endeavors and the obtainment of extramural funding. Significant collaboration in joint research efforts will also be positively considered. Collaborative or interdisciplinary research is strongly encouraged by the Department and the University but it must include evidence that the faculty member has played an integral or leadership role in the collaborative research effort. This integral or leadership role in an interdisciplinary investigative team must be substantial and significant and could be demonstrated by funding streams, joint publications or by letters of recommendation. On an annual basis, the research accomplishments of tenure-track faculty will be evaluated for evidence of continued research progress. Mechanisms for documentation of quality and distinction in research include:

1. Evidence of the research performance of a candidate as assessed by evaluation of peer-reviewed publications resulting from their research work. In multi-authored articles, the contribution of the candidate must be indicated. The primary assessment of peer-reviewed publications will be based on senior authorship. Publications in journals appropriate for the candidate's area of expertise would be positively recognized. Additional consideration will be given to journals with known quality indicators (i.e. citation index, impact factor). The number of papers required to demonstrate this will depend on the nature of the research and the scope of each publication. However, a significant number of papers published or accepted in scientifically reviewed publications, during the probationary period, is expected. In addition, intellectual property (e.g. patents, licenses) will be considered as evidence of distinction in the individual's research area.
2. Evidence of submission of grant applications and acquisition of competitive, external funding sufficient to support research efforts. Although all funding sources will be considered, the primary assessment will be based on nationally competitive grants.
3. Evidence of ability to lead and manage a collaborative investigative team, as demonstrated by funding, publications, and letters of recommendation.
4. Evidence of quality in research and a nationally recognized research program as provided by peer evaluations from colleagues within and outside the University of Minnesota.
5. Presentations of research findings at scientific meetings constitute supplemental evidence that research findings are acceptable to peer scientists. Written dissemination is more valued than is oral dissemination and publication in referred journals is valued more than publication in non-refereed publications.

6. Both publications and grant submissions should reflect the faculty member's attempts at establishing a sustainable, independent, or collaborative interdisciplinary research program. Submission of grant proposals however, must be accompanied by grant awards, demonstrating potential for a sustained research program. Candidates should have an ongoing productive research program, independent of their mentored graduate or postdoctoral work, to demonstrate a national reputation in the field and publish in peer-reviewed journals as either a senior (i.e. first or last) author.

7. Significant collaboration in jointly funded research efforts will also be positively considered. While effective intra-disciplinary, interdisciplinary and community collaboration is valued, the candidate must make and identify consistent critical personal contributions to the group's success.

B. Teaching:

Probationary faculty members are expected to participate in the teaching activities of the department. Teaching includes instruction in the classroom and laboratories, academic mentoring undergraduate, professional, and/or graduate students, and instruction in extension/continuing education programs. Credit is given for all educational effort, including efforts to upgrade the curriculum and provide unique educational opportunities.

Effectiveness in teaching is based on:

1. *Content:* Information presented should be current and accurate, as determined by peers and the scientific information available. It should be pertinent and conform to the objectives of the overall curriculum.

2. *Organization:* Information should be presented in a logical manner that is understandable to the student. The actual teaching methods are at the discretion of the faculty member. Multidisciplinary subject matter should be effectively coordinated.

3. *Examinations:* Examinations or other forms of assessment should be administered and graded in a timely manner and should evaluate the student to insure competency.

4. *Communication Skills:* The ability to successfully convey information depends on verbal and written communication skills. These include, but are not limited to, proper and comprehensible use of language, enthusiastic delivery and effective presentations.

5. *Curriculum Development:* Development of new courses, revising existing courses, implementing new technology and teaching methods and participation in overall curriculum development.

6. *Academic Mentoring:* Proficiency in mentoring and directing students at the master's or doctorate levels and postdoctoral associates will be considered, as will overall contributions to graduate programs, such as service on graduate degree committees.

Mechanisms for documentation of effectiveness in teaching include:

1. A teaching narrative with a brief description of accomplishments.

2. A summary of advising/mentoring activities.
3. Peer evaluations, which shall include classroom visits and review of notes, handouts, examinations, and other learning/teaching aids. Probationary faculty are expected to be peer reviewed on an annual basis.
4. Student evaluations. These should be obtained for each course in which the individual participates.
5. Evidence of efforts to improve teaching effectiveness.
6. Creation of instructional products (e.g. textbooks, instructional software).
7. Effectiveness in course coordination, if the faculty member is a course coordinator.

In order for others to judge whether they meet reasonable expectations for their stage of career development, faculty are responsible for providing documentary evidence for consideration. All probationary faculty members are expected to prepare and submit a teaching portfolio that is annually updated and used to evaluate their teaching philosophy and teaching strategies in their decision year. This should include a statement on the faculty's teaching philosophy as well as the course content for all courses taught. In addition, the portfolio should include some reflection (or assessment) on the outcome of teaching efforts. For example, a description of strategies that have been employed, how the impact of those strategies has been measured, and what changes have been planned or implemented as a result. In addition, examples of teaching materials prepared for student use are informative. Documentation of efforts in curriculum development will also help to demonstrate desirable attributes in a good teacher.

C. Service

Faculty members in the Department are expected to provide academic and professional service as part of their role in fulfilling the mission of the Department.

Participation in professional organizations, clinical or diagnostic service, and/or outreach to the local, state, national, or international community based upon the faculty member's academic expertise will be considered as evidence of service. However, service standing alone without a distinguished record of research and teaching is an insufficient basis to award tenure.

III. Procedures:

Approvals of the 7.12 statement for the Veterinary and Biomedical Sciences department require an affirmative vote by the tenured and tenure-track faculty.

a. Annual Appraisals of Probationary Faculty

All probationary faculty are reviewed annually by the tenured faculty who assess their progress, make suggestions to improve their professional development, and vote on their continuation. This process is intended to be formative, especially in the early years for the probationary period, when the annual review is intended to point out to the candidate his or her strengths and weaknesses, so that the strengths can be built upon

and the weaknesses remedied. Three elements are essential to this process: information gathering, deliberation, and consultation with the candidate.

The yearly review is organized according to the instructions outlined in the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty* consistent with the Regents Policy on *Faculty Tenure*. For their review, probationary faculty will provide organized materials that describe their activities and provide evidence of achievement, using the forms and following the examples provided by the department. The department chair will provide a timeline for receipt of these materials and a description of their preparation.

The probationary period is negotiated at the time of appointment. Ordinarily, the probationary period does not exceed six years. A probationary faculty member may request a vote on promotion or tenure at any time, but these votes automatically occur at the end of the penultimate year on the individual's tenure program (i.e., 5th year of a 6 year plan). Section 5.5 of the Regents Policy on *Faculty Tenure* (<http://www1.umn.edu/regents/policies/humanresources/FacultyTenure.pdf>) as well as the University Procedures document referenced above provides guidance regarding circumstances that warrant an extension of the probationary period available to probationary faculty for childbirth or adoption of a child, caregiver responsibilities, or personal illness or injury.

All probationary faculty shall be reviewed during years 1 – 6 of the probationary period (an academic year is defined in Section 5.3 of the Regents Policy on *Faculty Tenure*). The department faculty meets annually to review and discuss each probationary faculty member's performance relative to the VBS 7.12 statement. Each probationary faculty member, in consultation with his/her mentoring committee and/or the department chair, prepares and submits an updated curriculum vitae that provides evidence of progress made in the areas of research, teaching and service. The chair and/or the mentoring committee provide a summary of each probationary faculty member's progress. The annual review of probationary faculty is recorded on the Form 12 and reflects the faculty member's performance relative to the 7.12 Statement. If a faculty member has extended the probationary period, this must be noted on the Form 12 during the annual review.

The department chair meets annually with each probationary faculty member to review his/her completed Form 12. The chair and faculty member must sign the completed Form 12 and forward same to the Dean and then to the Senior Vice President for Academic Affairs and Provost for review, comment and signature. The original signed Form 12 is returned to the college to be filed in his/her personnel file with copies to the department for their record keeping. When the faculty member is in his/her decision year, the Form 12s are included in the faculty member's dossier.

b. Mentoring

Mentoring is a fundamental faculty responsibility. All probationary faculty are expected to participate in a mentoring program and will be assigned a mentoring committee at the beginning of their tenure-track appointment. Senior faculty are expected to serve as mentors and are expected to receive recognition for these mentoring activities as they would for other faculty responsibilities. The department chair shall appoint a mentoring

committee comprised of senior faculty members to mentor junior faculty. Full Professors are also expected to serve as mentors to faculty of Associate rank as they work toward promotion. Mentoring committees will meet with mentees at least once per year and the chair of the mentoring committee will write a summary of the committee deliberations that is sent to the mentee and the department chair.

c. External Review:

External review is a component of the promotion and tenure process. Eight (8) letters from authorities in the candidate's field assessing the candidate's contributions, particularly to determine whether or not the candidate is among the leaders in his/her field will be required during the decision year. The letters will be included in the candidate's dossier and will be reviewed as part of the promotion and tenure process. Per the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure Track and Tenured Faculty*, at least half and no fewer than four of the external reviews must come from individuals with no direct professional or personal interest in the advancement of the candidate's career.

d. Granting of tenure

Indefinite tenure may be granted at any time when the candidate has satisfied the above requirements. A probationary appointment will be terminated if the appointee fails to satisfy the criteria in the last year of probationary service and may be terminated earlier if it is deemed that the appointee is not making satisfactory progress towards meeting the criteria within that period.

The maximum period of probationary service of a faculty member is normally six (6) academic years, however, under Section 5.5, *Exception For New Parent Or Caregiver, Or For Personal Medical Reasons*, the maximum period of probationary service may be extended by one year at a time at the notification or request of a probationary faculty member based on qualifying events. Probationary faculty members have to notify the department chair, dean, and senior vice president for academic affairs and provost to obtain an extension of the probationary period in the case of childbirth, adoption, or foster placement of a child. Probationary faculty members have to request an extension for caregiver responsibilities or personal medical illness or injury that must be approved by the senior vice president for academic affairs and provost. The notification or request for extension must be made in writing within one year of the events giving rise to the claim and no later than June 30 preceding the year a final decision would otherwise be made on an appointment with indefinite tenure for that faculty member.

The Department Chair is responsible for ensuring performance expectations have been defined in consultations with external Departments where the faculty member may have a joint appointment (joint appointments are defined as positions with multiple funding sources which cross departments, colleges or units). During the probationary period and leading up to the decision year, VBS shall solicit input and endorsement from the joint appointment department to be included in the dossier. Each such faculty member will sign a memorandum of understanding per the university Procedures document that provides additional information about the steps to be taken for faculty with joint appointments. There shall be only one primary academic home. This "home" department shall be responsible for the dossier and lead the tenure process.

IV. Criteria for Promotion: This section describes specifically the indices and standards, which will be used to evaluate whether candidates meet the general criteria in Section 9.2 *Promotion to Professor* of the Regulations (see Appendix B for Section 9.2). For a complete perspective, the reader is advised to review Section 9 in its entirety. Achieving the rank of full professor is an expectation.

A. To Associate Professor: Candidates for promotion to associate professor must meet tenure standards; promotion to associate professor is associated with the awarding of indefinite tenure. Promotion to associate professor with tenure is based on professional distinction in research and effectiveness in teaching. Additionally, the record shows promise of achieving promotion to professor.

B. To Professor: It is expected that faculty promoted to the Associate Professor level will become international leaders in their field of study and thus become eligible for promotion to Full Professor. For promotion to professor, in addition to criteria used for associate professor appointments, candidates must have demonstrated the intellectual distinction and academic integrity expected of all faculty members, added substantially to an already distinguished record of academic achievement, and established an international reputation ordinarily resulting from such distinction and achievement. Compelling evidence is sought for a distinguished international reputation and leadership in the scientific community, including successful training of Ph.D. level scientists, and long-term demonstration of academic creativity and research productivity, combined with scholarly contributions in scientific or medical education. Evidence of educational scholarship includes scholarly publications in educational journals, educational software development and distribution, curriculum design and revision, programmatic development, textbook authorship, and leadership in accreditation-related activities. The primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness, and service alone cannot qualify the candidate for promotion.

V. Annual and Post-Tenure Review: A regular performance review of tenured faculty occurs annually as part of the merit review process. All tenured faculty are reviewed according to department policies and procedures as well as the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*. The purpose of the annual review is to evaluate each faculty member's activities for consistency with personal, Department, College, Academic Health Center and University goals and priorities. This annual review for merit and compensation will be conducted in the department. The annual report of accomplishments (ARA) for tenured faculty will include sections describing goals and accomplishments for each significant area of effort for that faculty member. The ARA, including the goals section, will be used by the faculty and department chair in reviewing performance.

Post-Tenure Review is also a faculty-driven process initiated within the department. Post-Tenure Review is intended to be complementary to the process of the annual merit review. The goal of Post-Tenure Review is to identify tenured faculty who are performing substantially below the established goals and expectations and to initiate a process encouraging low-performing individuals to regain academic vitality and productivity at the level expected with the department. The goals and expectations for

tenured faculty members will parallel those used in the granting of tenure but will also take into account the different stages of professional development of faculty over the course of their career, providing for flexibility.

Please see Appendix C for the department policy on Post-Tenure Review.

VI. Promotion and Tenure Procedures Timeline:

May 1 - Chair requests all assistant and associate professors to update C.V.

May 15 - Chair asks associate and full professors to review personnel files of assistant professors, and full professors to review personnel files of associate professors regarding readiness for promotion and tenure or promotion.

June 1 - Chair calls a meeting of associate and full professors for recommendations on which faculty should be put forward for tenure and promotion to associate professor and a meeting of full professors for recommendation on promotion to full professor.

August - Chair and potential candidates for tenure and promotion or promotion prepare dossiers. The chair may seek advice from appropriate senior faculty in preparation of these dossiers.

October - Chair notifies faculty that dossiers are available for review.

By mid-November - Department tenured faculty review dossier and vote on promotion and/or tenure of faculty under consideration

November 21 – Chair completes letter of evaluation and dossier is submitted to Dean's office

December – Collegiate P&T Committee is convened, which is advisory to the Dean. Committee members receive, review and vote on the dossiers put forward for tenure and/or promotion. Committee report is written and submitted to the Dean for inclusion into the dossier.

January – The Dean reviews the dossier and writes the Dean's letter, to be included in the dossier.

End of January – Dossiers due to the Provost's Office or, as applicable, to the Academic Health Center

Appendix A: Section 7.11 and 7.12 of the Regents Policy on Faculty Tenure

7.11 General Criteria. What the University of Minnesota seeks above all in its faculty members is intellectual distinction and academic integrity. The basis for awarding indefinite tenure to the candidates possessing these qualities is the determination that each has established and is likely to continue to develop a distinguished record of academic achievement that is the foundation for a national or international reputation or both [FN 2]. This determination is reached through a

qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [FN 3]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [FN 4]. Demonstrated scholarly or other creative achievement and teaching effectiveness must be given primary emphasis; service alone cannot qualify the candidate for tenure. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to professor.

7.12 Departmental Statement. FN 5] Each department or equivalent academic unit must have a document that specifies (1) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 7.11 ("General Criteria" for the awarding of indefinite tenure); (2) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 9.2 ("Criteria for Promotion to Professor"); and (3) the goals and expectations to be used in evaluating faculty members' performance under subsection 7a ("Review of the Performance of Faculty Members."). The document must contain as an appendix the text and footnotes of subsections 7.11 and 9.2, and must be consistent with the criteria given there but may exceed them. Each departmental statement must be approved by a faculty vote (including both tenured and probationary members), the dean, and other appropriate academic administrators, including the senior vice president for academic affairs and provost. The chair or head of each academic unit must provide each probationary faculty member with a copy of the Departmental Statement at the beginning of the probationary service.

FOOTNOTES

[FN 2] "Academic achievement" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus.

[FN 3] The persons responsible and the process for making this determination are described in subsections 7.3 through 7.6.

"Scholarly research" must include significant publications and, as appropriate, the development and dissemination by other means of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas of significance and value to society.

"Other creative work" refers to all forms of creative production across a wide range of disciplines, including, but not limited to, visual and performing arts, design, architecture of structures and environments, writing, media, and other modes of expression.

"Teaching" is not limited to classroom instruction. It includes extension and outreach education, and other forms of communicating knowledge to both registered University students and persons in the extended community, as well as supervising, mentoring, and advising students.

"Service" may be professional or institutional. Professional service, based on one's academic expertise, is that provided to the profession, to the University, or to the local, state, national, or international community. Institutional service may be administrative, committee, and related contributions to one's department or college, or the University. All faculty members are expected to engage in service activities, but only modest institutional service should be expected of probationary faculty.

[FN 4] Indefinite tenure may be granted at any time the candidate has satisfied the requirements. A probationary appointment must be terminated when the appointee fails to satisfy the criteria in the last year of probationary service and may be terminated earlier if the appointee is not making satisfactory progress within that period toward meeting the criteria.

[FN 5] "Departmental" refers to an academic department or its equivalent, such as division, institute, or unit.

Appendix B: Section 9.2 of the Regents Policy on *Faculty Tenure*

9.2 Criteria for Promotion to Professor. The basis for promotion to the rank of professor is the determination that each candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty members, (2) added substantially to an already distinguished record of academic achievement, and (3) established the national or international reputation (or both) ordinarily resulting from such distinction and achievement [FN 7]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [FN 8]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. But the primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness, and service alone cannot qualify the candidate for promotion.

FOOTNOTES

[FN 7] "Academic achievement" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus. Not being promoted to the rank of professor will not in itself result in special post-tenure review of a tenured associate professor.

[FN 8] The persons responsible for this determination are the full professors in the unit who are eligible to vote. The outcome of the vote is either promotion to the rank of professor or continuation in rank as an associate professor. The procedures for voting are identical to those outlined in Section 7.4 for the granting of indefinite tenure, the nondisclosure of grounds for the decision (Section 7.5), and the review of recommendations (Section 7.6). In addition, a petition to the Judicial Committee for review of a recommendation of continuation in rank as an associate professor follows the procedures specified in Section 7.7 for decisions about promotion to associate professor and conferral of indefinite tenure.

Appendix C: VBS Post-Tenure Review Process

In accordance with Section 7a.1 of the Regents Policy on *Faculty Tenure*, the College of Veterinary Medicine has established general goals and expectations for tenured faculty. Below are the specific goals and expectations for VBS department faculty. These goals and expectations are similar to the criteria for tenure and promotion to associate professor and promotion to professor. Tenured faculty are also expected to participate actively in advancing the interests of their respective departments, the College, and the University for the benefit of the institution, the veterinary profession, and the biomedical and agricultural communities.

Satisfactory performance in teaching, research and service are expected of all tenured faculty members in the College of Veterinary Medicine. The distribution of effort among these three spheres of academic activity may vary by individual and over time during the course of a faculty member's career. For example, a tenured member of the faculty may sometimes assume administrative or committee duties that have the potential of diminishing the time available for research and teaching. Some members of the faculty may at some stages of their careers legitimately devote relatively more effort to teaching and service than to research or vice versa. The department and college should nurture and benefit from the special strengths brought by each individual member of the faculty while not losing sight of the overall responsibilities and obligations that tenure confers upon all members of the faculty.

Further, all tenured faculty members are expected to continue to make contributions according to their current effort distribution between research, teaching and service that are agreed upon in annual discussions between the faculty member and their Department chair. A significant contribution is expected in areas in which the most effort is allocated.

Research

Tenured faculty are expected to pursue an active agenda of research in their area(s) of academic specialization. While the extent and nature of research activity may vary over time, within any given period of three years, tenured faculty should report at least two substantial accomplishments within one or more of the following categories:

- an independent or active collaborative role in a research program or programs;
- refereed or invited research presentation(s) at a scholarly conference or another academic institution;
- organization or active participation in a scholarly conference, symposium, workshop, or panel;
- evidence of grant submissions to support research efforts;
- publication or submission of research articles, case studies, and/or research reviews in refereed veterinary, medical or scientific journals;
- publication of scholarly books, book chapters, review articles, and postings to web-sites or other non-refereed venues.

Teaching

Tenured faculty are expected to remain effective teachers and to be actively engaged in communicating knowledge and in supervising, mentoring, or advising students, in compliance with collegiate and University policies. Tenured faculty that devote more than 5% effort towards teaching are expected to be peer reviewed at least once during every three year period. While the extent and nature of teaching activity may vary over time, tenured faculty should report at least two substantial accomplishments within one or more of the following categories:

- teaching courses in the areas of training and research specialization as assigned by the Department Chair in light of department and collegiate curricular needs;
- maintaining effectiveness in teaching as demonstrated by teaching innovations, student evaluations, and peer review of teaching, including peer review of syllabi and other course materials;
- scholarship in teaching and learning as evidenced by publication of scholarly articles, book chapters, or submission of educational grant proposals
- advising and mentoring graduate students and postdoctoral fellows ;
- instructional development that leads to products (textbooks, published manuscripts, instructional videos, instructional software, etc);
- evidence of active participation on graduate student committees;
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- educational outreach activities related to the faculty member's scientific or professional expertise.

Service

Tenured faculty are expected to perform service within the department, the college and university, and in their scholarly disciplines, although the extent and types of service performed may vary over the course of a career. While the extent and nature of service activity may vary over time, tenured faculty should report at least two substantial accomplishments within one or more of the following categories:

- active departmental, collegiate or University leadership or administration;
- election or appointment to standing or *ad hoc* committees of the department, College, or University;
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- reviewing and/or editing scholarly articles, book manuscripts, and grant proposals written by others, serving on Journal editorial boards or grant review panels;
- presiding over paper presentation/platform sessions and the like at conferences;
- active service as an office holder or committee member for relevant professional organizations;
- outreach activities related to the faculty member's scientific and professional expertise with clear benefit to the department, college or University;
- membership as a graduate faculty member and active participation on graduate student committees.

Note: If a faculty member devotes 70% or greater effort to any one of the above three missions of the College/Department, then that faculty member should report substantial accomplishments in three or more of the categories listed under that particular mission.

Procedures for Post-Tenure Review

The purpose of the post-tenure review process is to affirm and maintain the vitality of tenured faculty members through annual review and recognition of faculty contributions by faculty peers and University administrators. All tenured faculty members are subject to annual post-tenure review. Their performance will be evaluated over a three-year rolling window.

Post-Tenure Review Process

Every tenured faculty member in the Department of Veterinary and Biomedical Sciences must complete a Post-Tenure Review Report. The Post-Tenure Review Report will list each faculty member's individual goals for the preceding calendar year as agreed upon with the VBS chair. This should be submitted as part of the faculty member's Annual Report of Accomplishments.

Post-Tenure Review will be conducted during Spring semester. The annual post-tenure review will take place simultaneously with the annual merit review by the Merit Review Committee, which will also serve as a Post-Tenure Review Committee. The Merit Review-Post-Tenure Review committee will be composed of five tenured faculty members. Four of the Committee members will be elected by the VBS faculty each year, and will represent each of the four sections of the Department. The fifth committee member will be the chair of the previous year's committee. The five committee members will elect a new chair who may not be the previous years' chair. A faculty member may not be elected to serve consecutive terms.

The Post-Tenure Review Committee will determine whether each tenured faculty member met the VBS goals and expectations for the year and will report its conclusions to the VBS chair. If the committee's answer is yes, then no further action is required. If the committee's answer is no, both the Post-Tenure Review Committee and VBS chair must agree that the faculty member's performance is substantially below the goals and expectations of the VBS Department before the faculty member is notified in writing specifying the perceived deficiencies. A meeting of the faculty member, VBS chair, and the Post-Tenure Review Committee will then be initiated. At this meeting, the perceived deficiencies will be discussed, and a plan will be formulated so that the faculty member can remedy the deficiencies, by no less than one year from the date of the letter. If, at the next year's Post-Tenure Review Committee and the VBS chair again agree that the faculty member's performance remains substantially below the goals and expectations of the department, and that the faculty member has still not remedied the deficiencies, he/she will be contacted by the VBS chair and procedures dictated in Sections 7a.3 and 7a.4 of the University of Minnesota Post-Tenure Review Policy will be initiated.

The CVM Post-Tenure Performance Deficiency Review Process

