

**VETERINARY POPULATION MEDICINE 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 10-25-11**

**Approved by the Senior Vice President for Academic Affairs and Provost on 8/27/12**

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## **I. INTRODUCTORY STATEMENT**

This document describes with more specificity the indices and standards which will be used to evaluate whether candidates meet the general criteria in Section 7.11 of the Regents Policy on *Faculty Tenure*. Sections 7.11 and 7.12 are attached as Appendix A. For a complete perspective, the reader is advised to review Section 7 in its entirety.

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

This document also addresses the criteria for promotion to associate and full professor, the process for annual reviews and the process for post-tenure reviews. Criteria related to promotion to full professor are described in Section 9.2 of the Regents Policy on *Faculty Tenure*. This statement will be revised 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.

## **II. DEPARTMENTAL MISSION STATEMENT**

This Department has a broad mission covering education and outreach, research and scholarly activity, and discipline related service as defined in Section 7.11 of the Regents Policy on *Faculty Tenure*. The Department's formally adopted mission statement is to provide global leadership in animal health and performance, biomedical sciences, food quality and public health. 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 these three responsibilities, with some variation according to the person's appointment. Individual probationary faculty members will have a mentor committee assigned that reviews their progress and provides support and feedback.

Because there is diversity within the Department in the distribution of responsibilities between these areas, individual faculty members should ensure that they have a clear understanding from the Department chair of the expectations which are held concerning their specific positions. The Chair shall ensure that these expectations have been defined in consultations with Departmental Division Heads as well as Directors and Department Chairs/Heads of Units and Departments where the faculty member has 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, VPM 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.

## **III. CRITERIA FOR TENURE**

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 or international reputation or both. The

candidate's record must show promise of achieving promotion to professor. Within VPM, the following description summarizes specific criteria for tenure in each of the three areas of teaching, research/scholarly activity, and service – acknowledging that allocation of an activity to a single category is arbitrary because a number of faculty activities contribute under more than one of these headings.

#### **A. Educational Efforts**

In order to be granted tenure, a faculty member must demonstrate competence in teaching all audiences to a level where it can confidently be expected that he or she will be effective in communicating knowledge, skills and an inquiring and analytic approach throughout an entire academic career. Effectiveness in teaching is based on the following:

##### **1. Quality of Educational Efforts**

The quality of educational efforts will be judged by peers who have been subjected to the same evaluation themselves and who will be aware of the high standards of teaching quality that are required. Faculty will be expected to take responsibility for developing and presenting lectures and laboratory classes within a defined area, and to take steps to help ensure that students understand the issues covered, by using appropriate aids to assist in the learning process. The exact nature of the teaching responsibilities will be influenced by the part of the curriculum in which the faculty member teaches. Faculty who have significant clinical or diagnostic teaching responsibilities will be judged on their clinical or diagnostic competence and ability to impart those skills to students, as well as on their ability to teach in a more formal academic setting. Faculty will be expected to show ability, energy and enthusiasm for the various teaching tasks which they carry out.

In order for others to judge whether they meet responsible 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 as part of the decision year. This should include a statement on the faculty's teaching philosophy as well as course contents 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.

##### **2. Peer Evaluations**

Peer evaluation, based on the direct observation of the candidate's instruction and review of teaching materials used in the course, can be an important indicator of teaching effectiveness. The CVM collegiate policy requires peer review of all faculty on a regular basis. The Department Chair, or designee will arrange for this evaluation by ensuring that faculty are present and provide an evaluation to the faculty member. This peer evaluation of teaching will be done annually during the probationary period.

### **3. Student Ratings**

Student ratings need to be collected for those courses in which the faculty member has a substantial role in teaching. The rating should include results of a survey completed by a major portion of the students enrolled in a specific course. Individual faculty are responsible for ensuring teaching evaluations for their teaching are administered and collected. All teaching evaluations should meet standards set by the College and the University.

### **4. Graduate Teaching and Advising and Resident Mentoring**

Another very important educational activity of the Department is provision of further training through graduate programs, and, where applicable, supervision of interns and residents. Every faculty member will aim to develop a role in these advising/mentoring areas. Simple measures of this role include the number of students and trainees advised for graduate degrees or other forms of advanced training, the number of Graduate Examining Committees on which the faculty member has served, and effectiveness in recruiting suitable people into graduate education and training programs and the completion time and success rate for trainees. Measures of quality include evidence of competence and effectiveness in advising students and trainees, special research techniques developed, contributions to the development of new research directions, and degree of stimulus provided to graduate students. Participation in teaching graduate courses and development of new initiatives in that area are also important activities.

By the time faculty members are granted tenure they will have developed a role in graduate training sufficient to make them eligible for M2 status as a Graduate Faculty. (M2 status does not allow faculty members to advise Ph.D. candidates unless co-advising with a Senior Member of the Graduate Faculty.) They should have been reviewed positively, according to the guidelines of the graduate program.

### **5. Continuing Education/Extension**

As part of their educational role, all faculty have some responsibility to inform the lay public of data of importance to them, through extension efforts. In the case of faculty with Extension appointments, this task is a clearly defined part of their central responsibilities. Provision of continuing education for professional groups is also an important responsibility, especially in a professional college, and faculty will be expected to participate in such activities as part of their duties.

In judging contributions to continuing education and extension, the demand for the faculty member's services and the number of programs provided will provide a guide to effectiveness, and visible forms of recognition that a faculty member has high standing as a provider of these services will be taken into account. Results of evaluations of programs will be valuable in this regard. Innovative delivery methods, use of aids, originality of approach and other indicators of quality will be viewed favorably. Faculty with joint appointments, however, are reminded that quality performance in one area, either in Extension or the College, does not substitute for quality performance in the other.

## **B. Research and Scholarly Activity**

In order to be granted tenure, faculty will be expected to develop and demonstrate independent research capacity. Granting of tenure commits the University to the faculty member in a contractual arrangement for a lengthy period and should be based on clear evidence of capacity to contribute in an original fashion throughout that career, through the development of scholarly activity which influences teaching and other duties as well as directly contributing to knowledge. Significant collaboration in joint research efforts will also be positively considered.

Collaborative 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 investigative team must be substantive and significant and could be demonstrated by funding streams, joint publications or by letters of recommendation.

Submission of grant proposals is meritorious; however, submissions must be followed by successfully obtaining grants, demonstrating the potential for a sustained research program. The probationary faculty member should strive for externally funded grants. Various forms of evidence will contribute to demonstrating this capacity. Submission of grant applications provides evidence of determination to succeed in research, and success in attaining funding shows capacity to identify productive research and to write persuasive and technically sound proposals. Given the severe competition for funding, probationary faculty should expect to have to submit a substantial number of applications to obtain funding. Evidence of persistence and growth in grant writing skills is important. In general, probationary faculty are expected to submit at least several grant proposals per year (a lesser number of large grants proposals to agencies such as USDA or NIH may be deemed adequate).

Production of quality scholarly publications is a key measure of academic ability. Publication in refereed journals gives unequivocal evidence that the research findings are accepted as scientifically defensible by peer scientists in the specialty area, and provides a common measure of quality across different field. Faculty should therefore aim to publish in such journals on an adequate scale to satisfy evaluators that they can meet scientific standards in their field. . Additional consideration will be given to journals with known quality indicators (i.e. citation index, impact factor). Publications in journals appropriate for the candidate's area of expertise would be positively recognized. 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. Both publications and grant submissions should reflect the faculty member's attempt at establishing a sustainable, independent, or collaborative interdisciplinary research program. Significant collaboration in jointly funded research efforts will also be positively considered.

Faculty members in a clinical/diagnostic department draw on two major sources for their research productivity – studies in which material is obtained in the course of clinical and other service activities, where the research is primarily observational in nature, and structured research which tests a scientific hypothesis and requires a research worker to design and implement an investigational approach to a problem. Both of these methods can make important contributions to knowledge if carefully applied, but each faculty member should ensure that they complete

some studies of the second type since these demonstrate that they can effectively use all of the components of the scientific method.

Books, book chapters and review articles are scholarly products that will be weighed appropriately in any evaluation process. Book chapters and review articles will in general be viewed as important scholarly contributions but are of less merit than scientifically reviewed articles. For faculty with extension appointments, extension publications of substance will provide important complementary evidence of the ability to carry out that scholarly function. Software programs, patents or licensing agreements that have been obtained will be evaluated similar to scientific publication for their worth. Software programs will be weighed equally with scientifically reviewed publications. Invited presentations at national and international meetings as well as scientific abstracts will also be viewed as positive contributions. Written dissemination is more valued than is oral dissemination and publication in refereed journals is more valued than is publication in non-refereed publications.

In summary, candidates should have an ongoing productive research program, independent of their mentored graduate work, to demonstrate a national reputation in the field and publish in peer-reviewed journals. 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. When a faculty member is being evaluated for tenure, the provision of at least three sample publications of the author's choosing to the evaluators will provide them with a method of assessing quality and type of publication.

## **C. Service**

### **1. Discipline-Related Service**

Faculty in a clinical and diagnostic department frequently carry significant service responsibilities. These additional responsibilities may include non-teaching clinical work, diagnostic laboratory services and disease investigations (especially as consultative services to practicing veterinarians). The provision of such service is an important mission of the University and hence a necessary part of the responsibilities of many faculty. Essential to the recognition of service as a factor in granting of tenure is that the individual must be developing original scientific insights germane to specific types of problems in the course of conducting service work, so that the style and standard of service offered within the profession is potentially raised as a consequence. In reviewing this aspect of a faculty member's performance, therefore, evaluators will look for innovativeness and openness to new concepts and approaches. Probationary faculty should provide information of the actual number of cases or submissions/year attended by them or their influence in a services' caseload. Practicing DVMs utilizing the service provided by faculty should be surveyed as an indicator of quality of service. In most instances, discipline-related service will be considered an important part of the basis for awarding indefinite tenure.

### **2. Service to the Profession, University, and Community**

Faculty may consult on a broader scale to organizations, professional groups and individuals where expert advice is needed. Contributions of special expertise to organized veterinary

medicine also fall under this category. In addition, faculty will be expected to contribute to the governance of the Department, the College and the University. Such activities are essential, but do not in themselves represent qualifications for tenure. By the time a faculty member is granted tenure it is expected that he or she will be making significant service contributions. Time spent performing service to the profession, University, and community will be considered when weighing quantity of teaching, research and discipline related service productivity, but performance of administrative duties will not be used as a substitute for quality in each of the three criteria. Community collaborations that enhance a faculty members ability to do collaborative interdisciplinary research will be viewed positively for promotion in the tenure process. However, service standing alone without a distinguished record of research and teaching is an insufficient basis to award tenure.

#### **D. External Review**

External Review is a component of the promotion and tenure process. In addition to the above the candidate is to be evaluated upon the following: Eight (8) letters from authorities in the candidate's field who have the ability to provide an impartial and evaluative review of the candidate's qualifications and accomplishments, and who can provide an overall balanced view of the candidate. Additionally, external reviewer's opinions are solicited as to whether someone of the candidate's record of scholarly activity, teaching, and service would be considered for promotion and tenure at the reviewer's home institute.

#### **E. Probationary Period**

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. All of the criteria and guidelines used by VPM for annual continuation reviews are contained in this document (VPM 7.12 Statement).

The maximum period of probationary service of a faculty member is normally six 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 the notification or request of a probationary faculty member based on qualifying events. For the birth, adoption, or foster placement of a child, the probationary faculty member must notify the chair, dean, and senior vice president for academic affairs and provost of the intent to extend the probationary period. For caregiver responsibilities or personal medical/injury reasons, the probationary faculty member must request an extension. The 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.

### **IV. PROMOTION**

This section describes with more specificity the indices and standards which will be used to evaluate whether candidates meet the general criteria in Section 9.2 of the Regents Policy on *Faculty Tenure* (see Appendix A 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**

Promotion to the rank of Associate Professor is associated with a decision concerning tenure and thus should meet the standards for tenure. Additionally, the record shows promise of achieving promotion to Professor.

#### **B. To Professor**

For promotion to Professor, in addition to criteria used for Assistant and Associate Professor appointments, evidence is sought for a national-international reputation based on the quality of contributions made by the candidate. It may include numerous invitations to national-international symposia, elections to prestigious scientific organizations and holding of offices in societies. Evidence of a continuous research publication record should also be provided. The establishment and quality of a training program for pre- and post-doctoral trainees that has resulted in placing trainees in academic and industrial positions in their fields will be considered. Faculty being considered for promotion to full professor should have full Senior level membership in their graduate program. The relative importance of these criteria may vary with the effort allocation of the specific faculty member, but these criteria must be weighed 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 candidates 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. The candidate must have added substantially to distinguished record of academic achievement.

### **V. PROCEDURES**

Approvals of the criteria for the Veterinary Population Medicine Department require an affirmative vote by the tenured and tenure-track faculty.

The Department follows the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*. The procedures document contains procedural rules for the consideration of candidates for tenure and promotion. It is intended also to provide a convenient guide for unit heads, tenured faculty members, and candidates, to assist in understanding and organizing the tenure-granting and promotion process. The *Procedures* document addresses key issues concerning the annual review of probationary faculty, concerning the decisions concerning tenure and promotion to the rank of associate professor, and concerning promotion to the rank of professor.

#### **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, 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., 5<sup>th</sup> 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>) provides guidance regarding circumstances that may warrant a temporary suspension of the time available to probationary faculty for achieving indefinite tenure, or extending the probationary period.

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 VPM 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 stopped the tenure clock, 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 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. Full Professors are also expected to serve as mentors to faculty of Associate rank as they work toward promotion.

## **VI. Annual and Post-Tenure Review**

A regular review of tenured faculty occurs annually to review performance as part of the merit review process. All tenured faculty are reviewed according to the *CVM Goals and Expectations for Post-Tenure Review of Faculty*. The process for Post-Tenure Review is intended to be consistent the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*.

The purpose of the annual review is to review 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 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, providing for flexibility.

Please see Appendix C for the *CVM Goals and Expectations for Post-Tenure Review of Faculty*.

## **VII. PROMOTION AND PROCEDURES TIMELINE**

<b>Date</b>	<b>Action</b>
March-May	VPM Faculty committees review Annual review of accomplishments and CV
June-July	Department P&T subcommittee meets to review probationary and contract faculty, tenured associate professors
June-July or before	Chair meets with faculty requesting to go forward and/or for individuals the P&T subcommittee have recommended P&T action to discuss promotion process
July-August	P&T subcommittee completes draft of Form 12 documents for all

	probationary and contract faculty
August -September	Department faculty review probationary faculty CVs and Annual Report of Accomplishments, form 12 and discuss probationary faculty
August -September	Individuals going forward for promotion or tenure begin to prepare promotional dossier Chair and departmental staff work with individual(s) to prepare materials for submission for external review
September - October	Chair and departmental staff work with individual(s) to prepare dossier which should include teaching portfolio
November	Department Tenured faculty review dossier and vote on promotion and/or tenure of faculty under consideration
November	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 Section 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: Post-Tenure Review Process of CVM**

In accordance with Section 7a.1 of the Regents Policy on *Faculty Tenure*, the College of Veterinary Medicine has established the following general goals and expectations for tenured 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 an article, case study, or research review in a refereed veterinary, medical or scientific journal;
- 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. 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 per the three years.

- 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 residents;
- instructional development that leads to products (textbooks, published manuscripts, instructional videos, instructional software, etc);
- evidence of active participation on graduate student committees;
- evidence of effective house-officer mentoring;
- 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 per the three years:

- active departmental, collegiate or University leadership or administration;
- election or appointment to standing or *ad hoc* committees of the department, College, or University;
- effective and productive clinical and professional service;
- provision of high quality patient care (accurate history taking, complete physical examination, accurate and up-to-date diagnostic testing and therapy) or high quality diagnostic service;
- reviewing and/or editing scholarly articles, book manuscripts, and grant proposals written by others;
- 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.

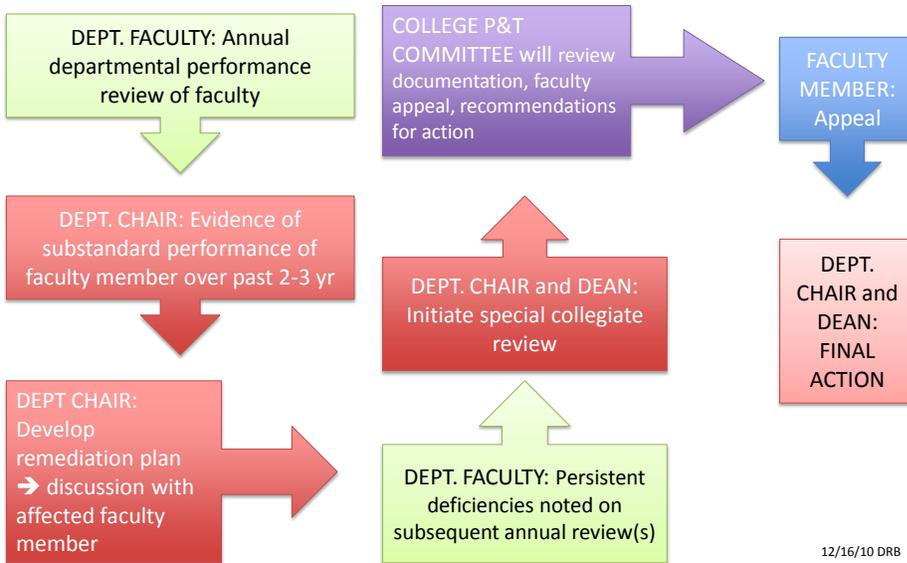
## **Post-Tenure Review Process**

Post-Tenure Review should be conducted during Spring Semester, simultaneously with the annual merit review process and using the same committee. For each tenured faculty member, the Annual Merit Review Committee will report its conclusions to the Veterinary Population Medicine Chair.

For each tenured faculty member, the Annual Merit Review Committee will determine whether the faculty member achieved his/her agreed-upon goals and expectations for the year or the three year time period specified. If the answer is yes, then no further action is required. If the answer is no, then the Annual Merit Review Committee will determine whether or not the faculty member's performance was substantially below the goals and expectations of the Veterinary Population Medicine Department. If the answer is no, then no further action is necessary. If the answer is yes, then the Committee will notify the Veterinary Population Medicine Department Chair of this substandard performance. The Chair must also concur with the Annual Merit Review committee for this finding to be acted upon.

In the event a faculty member's performance is considered substandard, without any obvious extenuating circumstances, the faculty member's file will be forwarded to an elected Post-Tenure Review Committee composed of three tenured faculty. If the Post-Tenure Review Committee concurs with the identification of sub-standard performance, the faculty member will be notified in writing of the action to be initiated. The letter must be co-signed by the chair of the Post-Tenure Review Committee and the VPM chair. Such action will be initiated with a meeting including the faculty member, the department chair, and the Post-Tenure Review Committee. The extent of the deficiencies will be noted and a plan formulated to help the faculty member become aware of the specific expectations and provide assistance in meeting the expectations for the following and subsequent years. Faculty members failing to demonstrate they have followed the formulated plan at the end of one year from the date of the letter will be contacted by the Chair and procedures dictated by Sections 7a.3 and 7a.4 of the *Faculty Tenure* policy will be initiated.

## The CVM Post-Tenure Performance Deficiency Review Process



12/16/10 DRB