

**VETERINARY CLINICAL 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

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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 as described in Section 7.11 of the Regents Policy on *Faculty Tenure*. . For a more detailed perspective, the reader is advised to review Section 7 in its entirety.

Additionally, *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: *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: *Faculty Tenure*. These guidelines 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

The major missions of the Veterinary Clinical Sciences Department are to uphold the traditional objectives of a land grant university – teaching, research, and service. These objectives are accomplished by: 1) teaching professional students the science and art of veterinary medicine in the classroom, laboratory, and teaching hospital; 2) offering graduate training in a variety of clinical specialties; 3) active participation by all faculty in research programs which identify and solve disease problems of animals and people; 4) serving the community as a specialty referral and information center for diagnostic problems; and, 5) by participating in continuing education programs for veterinarians and the public in areas appropriate to faculty expertise. To be awarded indefinite tenure, and to be considered for promotion, a faculty member will be expected to have demonstrated effectiveness in accomplishing these objectives. In most instances, discipline-related professional service will be considered as part of the basis for awarding indefinite tenure as described in Section III.C of this document. Individual probationary faculty members will have a mentor committee assigned that reviews their progress and provides support and feedback.

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 VCS, the following standards will apply:

A. Teaching

Graduate student teaching (MS, PhD): Involvement in the clinical training of graduate students, residents, and interns will be expected of each faculty member. To be awarded tenure, a faculty member will be expected to:

- participate in the teaching of graduate lecture, laboratory, and clinical courses
- act as advisors to students for graduate degrees
- nurture and guide the research of these students
- when invited, serve on some Graduate Examining Committees of other graduate students

Professional student teaching (DVM): Clinical, laboratory, and didactic teaching activities and abilities will be reviewed on a yearly basis. Faculty will be expected to develop and present lectures and laboratory classes in their particular area(s) of expertise. They will be expected to demonstrate their teaching competence by the organization, quality, content, and timeliness of the material presented to students. Faculty will be expected to be effective communicators in the classroom. In addition, they will be expected to make themselves available to students on a regular basis for consultation regarding the material being taught. Those faculty with clinical teaching responsibilities will be expected to teach the diagnostic and therapeutic skills of their particular discipline to students, and to teach and demonstrate the techniques of interpersonal communication necessary to be an effective, competent, caring clinician.

Teaching quality and effectiveness will be assessed by the careful review of teaching materials prepared for student use, student evaluations of clinical, didactic, and laboratory teaching, and peer review based on actual observation of the candidate in a classroom or clinical situation. Evaluations by students will include results of surveys completed by a major portion of the students enrolled in undergraduate, professional, or graduate courses taught, directed, or developed by the candidate. Review of teaching performance will be based on quantitative data obtained via course and instructor evaluations. Evaluation of graduate teaching will include the overall success of the program of each advisee, the quality of the research being done, and when invited, by the extent of active membership (regular meetings, mentoring, preliminary examination, data analysis and review, dissertation review) on other graduate examination committees.

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 annually and in their 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.

B. Research

Each faculty member will be expected to develop and demonstrate his/her abilities as independent investigators in ongoing projects that may include applied research, basic laboratory investigations, or pedagogical scholarship. Granting of tenure commits the University to the faculty member in a contractual arrangement indefinitely 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. The research and scholarly accomplishments of each candidate will be reviewed annually. A continuum of productivity should be apparent. In the decision year, a candidate's research and scholarly activities and accomplishments will be reviewed by peers from the department, college, and University, and by peers from other institutions.

The research efforts of a candidate will be assessed by evaluation of the publications resulting from the research work. The primary criterion for tenure and promotion in the area of research/scholarship is publication in high quality peer-reviewed scientific journals unique to the faculty member's discipline. Other important considerations, secondary to publication of research findings in refereed journals include: State-of-the-Art Invited Reviews, Textbook chapters, Consensus Statements, and single case reports.

Publication of research results in recognized refereed journals provides clear evidence of scholarly activity. Clinical or applied investigations resulting in papers published in refereed journals will be considered equal to funded basic laboratory research in considerations for tenure. 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). While each faculty member will be expected to contribute to the literature in an ongoing manner, quality rather than the quantity of publications will take precedence in promotion and tenure decisions. However, a significant number of papers published or accepted in scientifically reviewed publications, during the probationary period, is expected.

Well-written textbook chapters and invited review articles are evidence of national and international recognition of the authors' expertise in a field and will be given appropriate consideration when they are part, but not the total, of an individual's scholarly productivity. Similarly, single case reports are complementary to an individual's scholarly activities but may not comprise the major extent of their scholarly endeavors.

Further evidence of research and scholarly accomplishments will be demonstrated by the candidate's ability to obtain independent research funding from sources external to the College. Submission of grant applications in and of itself demonstrates a willingness and determination to succeed in research, but probationary faculty members must be successful in obtaining grants as an indicator of a future sustained research program.

Significant collaboration in jointly funded 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 substantive and significant and could be demonstrated by funding streams, joint publications or by letters of recommendation. This will be expected of all candidates for tenure. In multi-authored articles, the contribution of the candidate must be indicated.

Evidence of national recognition as a clinical scientist will also provide support for the granting of tenure. This recognition may come through invitations to present papers at major meetings, invitations to advise organizations on scientific issues, election or appointment to positions of responsibility in scientific and professional organizations, and other requests which demonstrate that the candidate is well-regarded by peers as well as an expert in some field. Written dissemination is more valued than is oral dissemination and publication in referred journals is more valued than is publication in non-refereed publications.

Candidates should have an ongoing productive research program with grants from sources external to the College, 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.

C. Service

1. Discipline-Related Service

Many faculty in a clinical department are called upon to provide professional service as part of their role in fulfilling the mission of the University. This service may be totally separate from their clinical teaching responsibilities but paramount to maintaining a sound teaching program. These service obligations may include non-teaching clinical work, providing emergency professional care, consultation with practicing veterinarians, consultation with professional groups and organizations, and consultation with public and private organizations.

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.

Faculty with service obligations will be expected to provide timely, accurate service. The individuals or organizations to whom the service has been directed may be asked to comment on the service provided by the candidate. The providing of service alone is not sufficient for promotion or the granting of tenure. Each faculty member must have a balance among his or her teaching, research, and scholarly activities.

2. Other Service

Candidates will be expected to serve the Department, College, and University by their active participation on committees. These activities are essential and represent complementary endeavors. In addition, candidates may be asked to assume certain administrative duties which would constitute part of their position-related responsibilities. The time devoted to these duties will be considered in weighing quantity of teaching and research productivity during evaluation for the granting of tenure. However, service standing alone without a distinguished record of research and teaching is an insufficient basis to award tenure.

The teaching, research, service, and other obligations expected of a faculty member frequently require the cooperation of others to produce successful results. While each faculty member is expected to demonstrate his/her individual talents, these talents cannot be expressed to their fullest without the interaction and cooperation of colleagues.

D. 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 VCS for annual reviews of probationary faculty are contained in this document (VCS 7.12 Statement).

The maximum period of probationary service of a faculty member is normally six academic years, however, under subsection 5.5, *Exception For New Parent Or Caregiver, Or For Personal Medical Reasons*, of the Faculty Tenure policy, the maximum period of probationary service may be extended by one year at a time per the reasons stated in subsection 5.5 of the Faculty Tenure. For the birth, adoption, or foster placement of a child, the probationary faculty member has to notify the department head, college, and SVPP in writing of the event within one year. For caregiver responsibilities or personal illness/injury, the faculty member must request an extension from the office of the SVPP. 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 final decision year.

The Department Chair is responsible for ensuring performance expectations have been defined in consultations with Department Chairs/Heads of Units and 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, VCS shall work with the joint appointment department to be included in the dossier per the *Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty*. There shall be only one academic appointment home. Said “home” department shall be responsible for the dossier and tenure process.

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 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

Promotion to this rank is associated with a decision concerning tenure (except for those hired as an untenured associate professor); therefore, such a promotion must meet the standards for the granting of tenure. Additionally, the record shows promise of achieving promotion to professor.

B. To Professor

For promotion to Professor, in addition to criteria used for Associate Professor appointment, evidence is sought for:

1. A national/international reputation, as shown for instance by invitations to national/international symposia, election to prestigious scientific organizations, holding office in national/international professional societies and continuous scholarly activities as demonstrated by Refereed journal publication.
2. Letters from authorities in the candidate’s field assessing the candidate’s teaching and research contributions, particularly to determine whether or not the candidate is among the leaders in her/his field.
3. Success in advising post-DVM trainees. Full membership in the graduate faculty of the appropriate discipline is desirable.
4. The candidate must have added substantially to distinguished record of academic achievement.
5. Primary emphasis must be on scholarly or other creative achievement and on teaching; service alone is not sufficient.

V. Procedures

Approvals of the guidelines for the Veterinary .Clinical Sciences 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. 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. 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.

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 and 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). Subsection 5.5 of the Regents Policy: *Faculty Tenure* provides guidance regarding circumstances that may result in an extension of the probationary period available to probationary faculty.

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 VCS 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 University of Minnesota (UM) 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 UM Form 12 during the annual review.

The department chair meets annually with each probationary faculty member to review his/her completed UM Form 12. The chair and faculty member must sign the completed the UM Form 12 and forward same to the Dean and then to the Senior Vice President for Academic Affairs and Provost (SVPP) for review, comment, and signature. The original signed UM 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 Senate policy per department policies and procedures. The process for Post-Tenure Review complies with Section 7a of the Regents Policy on *Faculty Tenure* and is also intended to be consistent .and 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 will be used by the faculty and 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 expectation and to initiate a process encouraging low-performing individual 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*.

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 [FN3]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [FN4]. 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. [FN5] 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: VCS Post-Tenure Review Process

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:

- 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:

- 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 tenured 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

Every tenured faculty member in the Veterinary Clinical Sciences Department must complete a Post-Tenure Review Report for the preceding calendar year. This should be submitted as part of the faculty member's Annual Report of Accomplishments.

Post-Tenure Review should be conducted during Spring Semester, simultaneously with the annual merit review process. For each tenured faculty member, the Post-Tenure Review Committee will report its conclusions to the Veterinary Clinical Sciences Dept. Chair.

For each tenured faculty member, the Post-Tenure Review Committee will determine whether the faculty member achieved the goals and expectations for the department during the past year. If the answer is yes, then no further action is required. If the answer is no, then the Post-Tenure Review Committee will determine whether or not the faculty member's performance was substantially below the goals and expectations of the Veterinary Clinical Sciences Department. If the answer is no, then no further action is necessary. If the answer is yes, then the Committee will notify the Veterinary Clinical Sciences Department Chair of this substandard performance. The Chair must also concur with the Post-Tenure 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 will be notified in writing of the action to be initiated; the letter must be co-signed by the Chair of the department and the Post-Tenure Review Committee. There will be a follow-up 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 to be 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 time of the next year's post-tenure review -- no less than one year from the date of the letter to the faculty member - will be contacted by the Chair and procedures dictated by Sections 7a.3 and 7a.4 of the University of Minnesota Post-Tenure Review Policy (attached) will be initiated.

7a.3. Special Peer Review In Cases Of Alleged Substandard Performance By Tenured Faculty. If, at the end of the time period for improvement described in the previous paragraph, a tenured faculty member's performance continues to be substantially below the goals and expectations of the unit and there has not been a sufficient improvement of performance, the head of the academic unit and the elected peer merit review committee may jointly request the dean to initiate a special peer review of that faculty member. Before doing so, the dean shall independently review the file to determine that special peer review is warranted. (in the case of an academic unit that is also a collegiate unit, the request shall be made to and the review conducted by the responsible senior academic

administrator.) The special peer review shall be conducted by a panel of five tenured faculty members of equal or higher rank, selected to review that individual. The faculty member under review shall have the option to appoint one member. The remaining members shall be elected by secret ballot by the tenured faculty of the unit. The members of the special review panel need not be members of the academic unit. The special review panel shall provide adequate opportunity for the faculty member to participate in the review process and shall consider alternative measures that would assist the faculty member to improve performance. The tenure subcommittee may adopt rules and procedures regulating the conduct of such reviews. The special review panel shall prepare a report on the teaching, scholarship, service, governance, and (when appropriate) outreach performance of the faculty member. It will also identify any supporting service or accommodation that the University should provide to enable the faculty member to improve performance. Depending on its findings, the panel may recommend:

- * (a) that the performance is adequate to meet standards and that the review be concluded;
- * (b) that the allocation of the faculty member's expected effort among the teaching, research, service and governance functions of the unit be altered in light of the faculty member's strengths and interests so as to maximize the faculty member's contribution to the mission of the University;
- * (c) that the faculty member undertake specified steps to improve performance, subject only to future regular annual reviews as provided in Section 7a.2;
- * (d) that the faculty member undertake specified steps to improve performance subject to a subsequent special review under Section 7a.3, to be conducted at a specified future time;
- * (e) that the faculty member's performance is so inadequate as to justify limited reductions of salary, as provided in Section 7a.4;
- * (f) that the faculty member's performance is so inadequate that the dean should commence formal proceedings for termination or involuntary leave of absence as provided in Sections 10 and 14; or
- * (g) some combination of these measures.

The panel will send its report to the dean, the head of the academic unit, and the faculty member. Within 30 work days of receiving the report, the faculty member may appeal to the Judicial Committee, which shall review the report in a manner analogous to the review of tenure decisions (see Section 7.7).

7a.4. Salary Reductions. If the special review panel recommends that the faculty member's performance is so inadequate as to justify limited reductions of

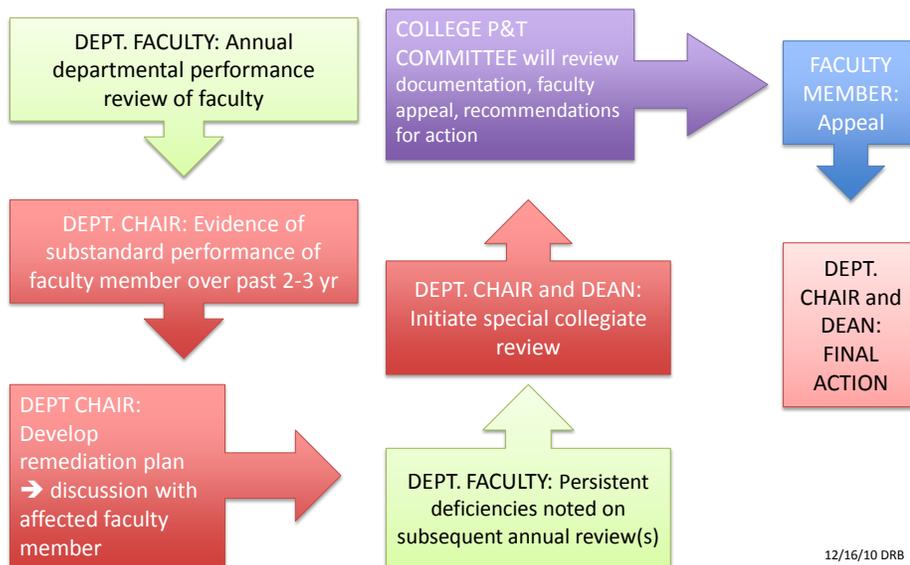
recurring salary, the head of the academic unit, with the approval of the dean, may reduce the faculty member's recurring pay, subject to the following limitations:

- * (a) the amount of the decrease will not exceed 10% of the faculty member's recurring salary on the basis of any one special review;
- * (b) recurring salary may not be reduced by more than 25% from the highest level of recurring pay ever held by the faculty member;
- * (c) at least six months' notice of the decrease must be given;
- * (d) any decrease in recurring salary may be restored by the annual review process provided in Section 7a.2.

Within 30 work days of notice of the decrease, the faculty member may appeal this action to the Judicial Committee, which shall review the action and the recommendation leading to it in a manner analogous to the review of tenure decisions (see Section 7.7). This review may not reconsider matters already decided by the Judicial Committee under Section 7a.3. Any decrease in recurring pay beyond the limits specified in this subsection can only be imposed pursuant to Sections 4.5, 10, 11, and 14.

If a faculty member holds joint appointments, the process is followed for both appointments or as agreed upon for any Memoranda of Understanding created.

The CVM Post-Tenure Performance Deficiency Review Process



12/16/10 DRB