

DEPARTMENT OF VETERINARY AND BIOMEDICAL SCIENCES
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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Table of Contents

I. Introduction

II. Guidance and Assessment of Probationary Faculty

A. Mentoring

B. Annual Appraisals of Probationary Faculty

III. Criteria for Awarding Indefinite Tenure

A. Research and Scholarly Activities

B. Teaching and Educational Activities

C. Service and Outreach

IV. Promotion

A. To Associate Professor (with tenure) from Assistant Professor (probationary)

B. To Full Professor (with tenure) from Associate Professor (with tenure)

V. Annual and Post-Tenure Review

VI. Promotion and Tenure Procedures Timeline

Appendix A – (Tables I, II and III) Criteria and Examples of Indicators for Research, Teaching and Service

Appendix B- Section 7.11 and 7.12 of the Regents Policy on *Faculty Tenure*

Appendix C - Section 9.2 of the Regents Policy on *Faculty Tenure*

Appendix D - VBS Post-Tenure Review Process

I. Introduction

This document describes with specificity the indices and standards, which will be used to evaluate whether candidates from the regular (tenured/tenure track) faculty of the Department of Veterinary and Biomedical Sciences (henceforth abbreviated “VBS”) meet the general criteria for promotion and/or tenure as described in Section 7.11 of the Regents Policy on *Faculty Tenure* (see Appendix A for Section 7.11 and 7.12). For a complete perspective, the reader is advised to review this section of the Policy in its entirety.

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

This 7.12 statement will be considered for revision when deemed necessary and approved by a vote of the majority of the VBS tenured and tenure-track regular faculty.

Mission Statement: The mission of the Department of Veterinary and Biomedical Sciences is to benefit animal and human health through excellence in science and education.

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

In order to be granted tenure and to be considered for promotion, a regular faculty member will be expected to meet Departmental expectations described below for each of the three Departmental missions: research, teaching and service, with variation according to the person’s appointment. Working with honesty and integrity, while fostering a diverse, inclusive and communicative culture in the research, teaching and service environments of the department, College and University, is imperative at each stage of career progression. Sustained progress toward achieving the rank of Full Professor is an expectation for all department faculty.

II. Guidance and Assessment of Probationary Faculty

A. Mentoring

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 will receive recognition for these mentoring activities as they would for other faculty responsibilities.

Within six months of their appointment to the VBS faculty, the probationary faculty member will be assigned a mentoring committee of three to four senior faculty members that will review their progress toward tenure and provide support and feedback on at least a semi-annual basis. The members of the mentoring committee, including the committee chair, will be determined in discussions between the department Chair and the new faculty member. It is the responsibility of the probationary faculty member to call meetings of their committee, collect the documentation, and include it in their Annual Report of Accomplishments (see section V below).

Mentoring committees will meet with mentees at least twice per year. The committee chair or their designee must provide a timely, written account of each formal committee meeting held with the probationary faculty member to the faculty member and department Chair. Mentored faculty should include this documentation in their Annual Report of Accomplishments. The committee membership can be changed at any time by the request of the mentee, if supported by the Department Chair.

In addition, faculty at the Associate Professor rank should be mentored by Full Professors as they work toward promotion, meeting the criteria described in section IV-B below. Sustained progress toward achieving the rank of Full Professor is an expectation for all regular department faculty members.

B. Annual Appraisals of Probationary Faculty

To ensure their timely progress towards indefinite tenure and promotion, 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 of the probationary period, when the annual Merit Review and Faculty Goals meetings are intended to indicate to the candidate their strengths and weaknesses, so that the strengths can be built upon and the weaknesses remedied (see section V below). Three elements are essential to this evaluative process by department faculty and the Chair: information gathering, deliberation, and consultation with the candidate.

For their annual appraisal, probationary regular faculty must provide well-prepared materials in the Annual Report of Accomplishments that describe their activities and provide evidence of achievement, using the forms and following the examples provided by the department, i.e. the Annual Report of Accomplishments (see section V below). This must include documentation of discussions of the faculty member's mentoring committee as well as peer and student evaluations of

teaching. The department Chair will provide a timeline for receipt of these materials and a description of their preparation, which will be the same as for the annual review of all VBS faculty.

The probationary period should be negotiated at the time of faculty appointment. Ordinarily, the probationary period will not exceed six years. A probationary faculty member may request consideration for 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., in the fifth year of a six year probationary period). The Regents Policy on *Faculty Tenure*

(https://regents.umn.edu/sites/regents.umn.edu/files/2020-08/policy_faculty_tenure.pdf) provides guidance regarding the circumstances that warrant an extension of the probationary period available to probationary faculty, such as childbirth or adoption of a child, caregiver responsibilities, or personal illness or injury. The extension will encompass a specific time frame.

All probationary faculty shall be reviewed during years 1 – 6 of the probationary period (an academic year as defined in the [Regents Policy on Faculty Tenure](#)). The regular, tenured faculty of the department must meet annually to review and discuss each probationary faculty member's performance goals relative to the department's 7.12 guidelines. Each probationary faculty member, in consultation with their mentoring committee and the department Chair, must prepare and submit an updated report that provides evidence of progress made in the areas of research, teaching and service. The department Chair and the chair of the mentoring committee will provide a summary of the probationary faculty member's progress. The annual appraisal of probationary faculty will be recorded on the University's Form 12 and reflects the faculty member's performance relative to the 7.12 guidelines. If a faculty member has extended the probationary period, this must be noted on the Form 12 during the annual review.

The department Chair must meet annually with each probationary faculty member to review their completed Form 12. The Chair and the probationary faculty member must sign the completed Form 12 and forward it to the Dean and then to the Executive Vice President and Provost for their review, comments and signature. The original signed Form 12 is returned to the College to be retained in the faculty member's personnel file with copies to the Department for their record keeping. When the faculty member is in their decision year, the Forms 12 are included in the faculty member's dossier.

III. Criteria for Awarding Indefinite Tenure

This statement describes the indices and standards which will be used to evaluate whether faculty in VBS meet the general criteria in Section 7.11 of the Regents Policy on *Faculty Tenure* (see Appendix A for Section 7.11). All regular faculty of the department are expected to demonstrate leadership and distinction in research and teaching. To be awarded indefinite tenure, a probationary faculty member's work and activities must show compelling evidence of scholarly contributions that

have resulted in the advancement, integration, and application of knowledge. This scholarly activity is expected to demonstrate a high level of discipline expertise, innovation and impact, and have been documented, peer-reviewed, and accepted by the relevant scholarly community.

Generally, as per Section 7.11 of the Regents Policy on *Faculty Tenure*, the candidate must demonstrate intellectual distinction and academic integrity with a distinguished record of academic achievement; said achievement should be the foundation for a national reputation and the continued development of an international reputation. The candidate's record must show promise of continued activity towards achieving ultimate promotion to Full Professor. On an annual basis during Spring semester, the academic accomplishments of tenure-track faculty will be evaluated through the Merit Review process (i.e. a review of the past year's accomplishments by VBS faculty peers; see section V) and an annual Goals meeting (a prospective process) with the department Chair for goal-setting to appraise continued progress towards promotion and advise on any course corrections. In the Department of Veterinary and Biomedical Sciences, the tenured faculty act as the Tenure and Promotion Committee. On an annual basis, they will convene to discuss the candidate's progress in meeting the department's criteria for promotion to Associate Professor with tenure. Criteria for appointment, tenure, and promotion are summarized by rank, research, teaching, and service in Tables I, II and III in Appendix A, respectively (see below). Under each criterion is a short list of possible indicators that are examples of relevant accomplishments that may be considered evidence of the criterion. The listed examples are not intended to be exhaustive or applicable to all candidates.

Within VBS, the following standards will apply:

A. Research and Scholarly Activities

Probationary faculty members are expected to establish an independent research program as evidenced by highly regarded research, scholarship, or creative endeavors and the obtainment of extramural funding. 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 research effort. This integral or leadership role in an interdisciplinary investigative team must be substantial and significant as demonstrated by funding streams, joint publications and letters of recommendation. The narrative explanation of the faculty member's role in collaborative research must be well-reasoned and clearly demonstrate their unique contributions that added value to the investigation.

Mechanisms for documentation of quality and distinction in research include:

1. Candidates should have an ongoing productive research program, independent of their own mentored graduate or postdoctoral work, and publish in peer-reviewed journals as either a senior or corresponding (i.e. first or last) author in order to demonstrate progress toward attaining a national or international reputation in the

faculty member's field. In multi-authored articles, the contributions of the probationary faculty member must be clearly indicated. Publications in journals appropriate for the candidate's area of expertise are positively recognized. Additional consideration is given to journals with known quality indicators (i.e. citation index, impact factor). The number of papers required to demonstrate this will depend on the nature of the research and the scope of each publication. However, a significant number of papers published or accepted in scientifically reviewed publications, during the probationary period, is expected. Each publication must be annotated to explain the unique contribution of the faculty member that is clearly distinguished from the roles of the co-authors. In addition, intellectual property (e.g. patents, licenses) is considered as evidence of distinction in the individual's research area.

2. Evidence of submission of grant applications and acquisition of competitive external funding sufficient to support research efforts. Although all funding sources are considered, the primary assessment is based on nationally competitive, multi-year grant awards, demonstrating potential for sustaining a research program of distinction.

3. Evidence of ability to lead and manage a collaborative investigative team, as demonstrated by funding, publications, external letters of recommendation, and the matriculation of graduate students. Candidates involved in collaborative work and team science must clearly identify their consistent leadership and unique personal contributions that were critical to the development, management and successful completion of funded projects.

4. Evidence of quality in research and a nationally recognized research program as provided by objective peer evaluations from colleagues outside the University of Minnesota.

5. Presentations of research findings at scientific meetings by the faculty member and their graduate students constitute supplemental evidence that research findings are accepted by peer scientists. However, written dissemination of research findings is valued more than oral dissemination, and publications in refereed journals are valued more than publications in non-refereed media.

6. Significant collaborations in jointly funded research efforts are positively considered. Although effective intradisciplinary, interdisciplinary and community collaboration is valued, the candidate must clearly identify their consistent leadership and personal contributions that were critical to the group's success. The narrative explanation of the faculty member's role in collaborative research must be well-reasoned and clearly demonstrate their unique contributions that added value to the investigation.

7. Demonstrated activities in support of diversity, equity and inclusion. Research group management and scholarly activities should incorporate diversity, equity, and inclusion. Such activities might include broad and interdisciplinary literature reviews,

authorship of papers on subjects that may intersect with the University mission in extension and outreach efforts for working with high need communities or securing and overseeing funding to support the scientific training of under-represented individuals or groups. Other examples of activities are listed in Section IV.C.5. below.

B. Teaching and Educational Activities

Probationary faculty members are expected to participate in the teaching activities of the department. Teaching includes instruction in class sessions and laboratories, academic mentoring of undergraduate, graduate, and/or professional students, and instruction in extension/continuing education programs. Credit is given for all educational efforts, including efforts to upgrade the curriculum, provide unique educational opportunities, and obtain funding for educational initiatives, such as training grants. Teaching alone without a distinguished record in research is an insufficient basis to award indefinite tenure.

Effectiveness in teaching is based on:

- 1. Content:* Information presented should be current and accurate, as determined by peers and the scientific information available. It should be pertinent, appropriately targeted to the audience and conform to the objectives of the overall curriculum.
- 2. Organization:* Information should be presented in a logical manner that is understandable to the student. The actual teaching methods are at the discretion of the faculty member. Multidisciplinary subject matter should be effectively coordinated.
- 3. Examinations:* Examinations or other forms of assessment should be administered and graded in a timely manner and should adequately determine students' understanding and application of course content.
- 4. Communication Skills:* The ability to successfully convey information depends on verbal and written communication skills. These include, but are not limited to, proper and comprehensible use of language, enthusiastic delivery and effective presentations.
- 5. Curriculum Development:* Development of new courses, substantial revision of existing courses, and implementing new technology are expectations. There is evidence that the faculty member regularly updates their teaching methods and participates actively in curriculum development.
- 6. Academic Mentoring:* Proficiency in mentoring and graduating students at the master's and/or doctorate levels, and directing postdoctoral trainees into career pathways is considered, as are overall contributions to graduate programs, such as service on graduate degree committees.
- 7. Diversity and Inclusion:* Faculty are encouraged to explicitly integrate and explore

issues of diversity, inclusion and equity in their teaching. This might take any of several forms including and not limited to cultural sensitivities, issues of gender diversity and equality, aspects of multi-disciplinary perspectives or a record of success in teaching and advising students from groups underrepresented in the faculty member's discipline.

Mechanisms for documentation of effectiveness in teaching include:

1. A teaching narrative with a brief description of accomplishments.
2. A summary of advising/mentoring activities. For probationary faculty who are mentoring graduate students, evidence of effective mentoring might include minutes or other reports of annual or semi-annual thesis committee meetings documenting student progress, letters from senior faculty serving as co-advisors, and a list of peer-reviewed publications by mentees, awarded fellowships and other honors.
3. Peer evaluations, which shall include visits at class sessions and review of notes, handouts, examinations, and other learning/teaching aids. The teaching activities of probationary faculty must be peer reviewed and documented on an annual basis. The faculty member, with the assistance of the department Chair, must solicit peer reviews from collegiate faculty colleagues and include this documentation in their Annual Report of Accomplishments every year.
4. Student course evaluations. These should be obtained for each course in which the individual participates, if possible. The faculty member must include this documentation in their Annual Report of Accomplishments every year.
5. Documentation of efforts to improve teaching effectiveness.
6. Creation of instructional products, e.g. textbooks, instructional software, affordable content.
7. Effectiveness in course coordination, if the faculty member is a course coordinator.
8. Leadership in teaching and education, such as contributions to curricular design and implementation, acquisition of or roles on training grants, or securing funding for educational initiatives. Candidates involved in team or collaborative teaching activities must clearly identify their significant role in the group and personal contributions that were critical to the group's success.
10. Demonstrated activities to support and embrace differences in the learning styles, abilities and attributes of learners.

In order for others to judge whether probationary faculty meet reasonable expectations for their stage of career development, faculty are obliged to provide documentary evidence for consideration. All probationary faculty members should develop a teaching portfolio that is annually updated and used to evaluate their teaching philosophy and teaching strategies in their decision year. This should

include a statement on the faculty's teaching philosophy as well as the course content and class schedules 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. Examples of teaching materials prepared for student use are also informative. Documentation of efforts in curriculum development and other leadership in education will also help to demonstrate desirable attributes in a good educator.

C. Service and Outreach

Faculty members in the Department are expected to provide academic and professional service as part of their role in fulfilling the mission of the Department. However, service standing alone without a distinguished record of research and teaching is an insufficient basis to award indefinite tenure.

Participation and leadership in professional organizations, clinical or diagnostic service, and/or outreach to the local, state, national, or international communities based upon the faculty member's academic expertise is considered as evidence of service. For example, involvement in a scientific society or service on a ranked journal editorial board or national grant panel would be indicators of impactful contributions in service. Outreach activities involving uni- or bi-directional interactions with stakeholders should be appropriately evaluated for their effectiveness with the target audience.

All faculty are encouraged to demonstrate creativity, attention to questions of diversity, equity and inclusion, and innovation through interdisciplinary and intercultural scholarship and teaching. Collaboration, interaction and education across a wide range of diverse ethnic and cultural perspectives contributes to the breadth and quality of academic work and represents a core value of the University of Minnesota. Creating and sustaining a culture that enhances the diversity of our faculty by advanced mentoring and other contributions is a laudable achievement that is expected for advancement in rank.

D. External Review

External review is an essential component of the promotion and tenure process. Six to eight letters from authorities in the candidate's field who are external to the University of Minnesota will be required during the decision year; these letters must objectively assess the candidate's scholarly contributions, particularly to establish if the candidate is among the leaders in their field. External reviews must be obtained from individuals with no direct professional or personal interest in the advancement of the candidate's career (for example, they should not be former advisors, mentors, co-authors, or co-investigators on previous work). The letters will be included in the candidate's dossier and be reviewed as part of the promotion and tenure process. Candidates are encouraged to suggest names of external reviewers but may not

solicit comments or evaluations independently. Candidates may not seek to influence external reviewers either before or during the review process by discussing specific aspects of their tenure and promotion candidacy. In addition, the dossier can include up to four (4) additional letters from University of Minnesota faculty from departments outside of VBS concerning the candidate's accomplishments. The comments of external reviewers will be given more weight than those from internal reviewers at the University of Minnesota.

IV. Promotion

A. To Associate Professor (with tenure) from Assistant Professor (probationary)

The candidate's record should clearly demonstrate significant research, meaningful contributions to the dissemination of knowledge, professional service, and leadership relevant to the scholarly activities pursued by the candidate that promise to continue well into the future. The initial review of the candidate will be conducted by the tenured VBS faculty.

Promotion to the Associate Professor rank may be granted at any time when a candidate has satisfied the requirements for the award of indefinite tenure detailed in section III above. The tenured faculty of the department decides whether to initiate an early tenure/promotion review. A probationary appointment will be terminated if the appointee fails to satisfy the criteria for tenure in the last year of probationary service and may be terminated earlier if a simple majority of tenured faculty in the department deem that the probationary faculty member is not making satisfactory progress towards meeting the criteria within that period.

The maximum period of probationary service of a faculty member is normally six (6) academic years. However, the maximum period of probationary service may be extended up to one year at a time by the timely documentation and request of a probationary faculty member based on qualifying events. Probationary faculty members must notify the department Chair, Dean, and Executive Vice President and Provost to obtain an extension of the probationary period. Probationary faculty members must request an extension for caregiver responsibilities or personal medical illness or injury that must be approved by the Executive Vice President and Provost. The notification or request for extension must be made in writing within one year of the events giving rise to the claim, and no later than June 30 preceding the year a final decision would otherwise be made on an appointment with indefinite tenure for that faculty member.

Joint appointments are defined as faculty positions with multiple funding sources that cross departments, colleges or units. For probationary faculty with a joint appointment, the department Chair is responsible for ensuring that performance expectations have been clearly defined and met, in consultation with the other external department(s) in which the faculty member has a joint appointment. During the probationary period and leading up to the decision year, VBS shall solicit input and endorsement from the joint appointment department to be included in the

dossier. Each faculty member with a joint appointment must sign a memorandum of understanding (MOU) as per the University's *Procedures* document that provides additional information about the additional steps to be taken for faculty with joint appointments. There shall be only one primary academic home. The "home" department shall be responsible for assembly of the dossier materials prepared by the candidate and lead the tenure process.

B. To Full Professor (with tenure) from Associate Professor (with tenure)

This section describes specifically the indices and standards, which will be used to evaluate whether candidates meet the general criteria in Section 9.2 *Promotion to Professor* of the Regulations (see Appendix B for Section 9.2). For a complete perspective, the reader is advised to review Section 9 in its entirety. It is expected that faculty promoted to the Associate Professor level with indefinite tenure will become thought leaders in their field of study and thus become eligible for promotion to Full Professor. The performance expectations for doing so exceed those for promotion to Associate Professor. The candidate's record should demonstrate the ongoing development of a scholar pursuing significant questions as part of a cohesive body of work. The tenured Full Professors in the department must review the progress of tenured Associate Professors at least every four years.

The method of assessment of the performance of a candidate being considered for promotion to the rank of Full Professor is the same as that employed in the granting of indefinite tenure and based upon distinction in research/scholarship and teaching. Service in the candidate's discipline or profession, participation in the governance of the institution, and other services to the department, College and University, may be taken into consideration, but they are not in themselves bases for promotion to the rank of Full Professor. Promotion to the rank of Full Professor will not be granted solely on the basis of length of service in the VBS department. The persons who are responsible for determining if the candidate meets the criteria for promotion set forth below are the tenured Full Professors in the VBS department. The outcome of the vote is either promotion to the rank of Full Professor or continuation in rank as a tenured Associate Professor.

The record in support of promotion can be evidenced by:

1. Demonstrated excellence in research and scholarship

- a. Scholarly productivity: A significant number of publications in highly regarded, peer-reviewed research journals; and major books, chapters in books or edited books is expected. This includes peer-reviewed publications in the scholarship of teaching and learning (SOTL). Other evidence of productivity includes patents, licenses, and similar items and documentation of the career success of mentees as measured by student productivity and career placement.

- i. Publications will be weighted by quality, comprehensiveness, importance in addressing fundamental questions in the relevant discipline, and the time required to obtain results in particular areas of inquiry.
 - ii. Publications should reflect the leadership of the candidate through sole or senior authorship or as a key leader in publications from a collaborative project.
 - iii. Candidates involved in collaborative work (“team science”) must clearly document their consistent leadership and personal contributions that were critical to the group’s success, and in the context of the roles of co-authors. Senior authorship of multi-authored publications is weighted heavier than those in which the candidate’s role is more peripheral.
- b. Extramural Funding: Continued evidence of pursuit and success in obtaining funding for scholarly activities is expected, as evidenced by:
 - i. Funded nationally competitive grants as Principal Investigator, including those from federal agencies and private foundations.
 - ii. Success in competition for University System/State Government resources.
 - iii. Contracts with industry and private companies
 - iv. Substantial philanthropic contributions from donors
 - v. Candidates involved in collaborative work (“team science”) must clearly document their consistent leadership and personal contributions in the context of co-investigators, that were critical to the development, management and successful completion of funded projects.

2. **Demonstrated excellence in teaching and advising**

These activities may be documented by:

- a. Active involvement in course/program development, syllabi, lectures, new technologies, and other evidence of educational resource development;
- b. Evaluations of teaching by students, peers and external evaluators;
- c. Honors and awards for teaching;
- d. Leadership roles in undergraduate, graduate or professional education;
- e. Peer-reviewed SOTL publications, educational products, presentations and grants involving teaching, including training grants;
- f. Documentation of the timely completion of Master’s and doctoral students;
- g. Demonstrated evidence of collaborative work with graduate students, and career placements of Ph.D. advisees and mentees.

Candidates involved in collaborative educational efforts, e.g. team teaching must clearly identify their consistent leadership and personal contributions that were critical to the development, management, effectiveness and resiliency of successful courses and other educational activities.

3. Demonstrated evidence of strategic service and outreach

Promotion to the rank of Full Professor requires that the candidate has a substantial record of well-balanced service to their profession, stakeholders and external organizations, the public and the University. However, their accomplishments in service alone cannot qualify the candidate for promotion.

4. Evidence of standing in the discipline and reputation

Promotion to the rank of Full Professor requires that the candidate has achieved a distinctive professional reputation in their discipline. The record should clearly indicate a demonstrated national or international reputation for knowledge, contributions and leadership as documented by activities such as:

- a. Invited presentations, including major addresses and keynotes at national and international conferences or academic institutions;
- b. Leadership roles in professional organizations; organizing and/or chairing national and international meetings;
- c. Service on editorial boards for reputable, indexed national and international professional journals and/or review boards for departments/institutes/centers;
- d. Service on governmental advisory boards and;
- e. Review of external grants and external candidates for tenure.

In addition, external letters from peers attesting to the candidate's national and international scholarly distinction in their discipline are required (see section IIID above).

5. Demonstrated activities in support of diversity, equity and inclusion

These activities may be documented by:

- a. Leadership or participation in a group that addresses issues of diversity, equity and inclusion.
- b. Creation of new academic initiatives focused on diversity, equity and inclusion of underrepresented groups in faculty member's area of expertise.
- c. Development of effective teaching strategies for the educational advancement of students from groups underrepresented in higher education.
- d. Success in advising students from groups underrepresented in the faculty member's discipline.

- e. Participation in faculty workshops and other personal and career development opportunities to promote diversity, equity and inclusion in all educational settings.
- f. Active participation on departmental or university committees related to diversity, equity and inclusion.
- g. Leadership in a professional organization's diversity, equity, and inclusion, work.
- h. Completion of a diversity, equity and inclusion training or certificate program.

V. Annual and Post-Tenure Review

On an annual basis, all VBS faculty are subject to both a retrospective and a prospective review during the Spring semester. A regular, retrospective evaluation of the performance of regular and contract (term) faculty occurs annually as part of the merit review process. All regular faculty are reviewed by the Merit Review Committee according to departmental policies and procedures and the criteria set forth above for tenure-track and tenured faculty. The purpose of the annual review is to evaluate each faculty member's activities for consistency with personal, Departmental, Collegiate, and University goals and priorities. The Annual Report of Accomplishments (ARA) will be used by VBS faculty peers and the department Chair to review performance, determine effort distribution, and recommend salary adjustments for each VBS faculty member.

The annual prospective review of each faculty member, which is linked to merit review, occurs in the form of a Goals meeting with the department Chair, during which the distribution of that individual's work effort will be established for the coming year.

Post-Tenure Review is also an annual 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 assess the three-year track record of each tenured faculty member to identify those who are performing substantially below the established goals and expectations. The Post Tenure Review triggers a process encouraging those individuals to regain academic vitality and productivity at the level expected by the department. The goals and expectations for tenured faculty members parallel those used in the granting of tenure but will also consider the different stages of professional development by faculty over the course of their career, providing for some flexibility. Each year, one-third of the VBS tenured faculty will undergo Post Tenure Review. Please see Appendix D below for the department policy on Post-Tenure Review.

VI. Promotion and Tenure Procedures Timeline:

January - February - All faculty submit their Annual Report of Accomplishments with all relevant documentation to the department office. The Merit Review Committee is elected by faculty vote, and meets to elect a chair; it meets again to evaluate ARAs

and faculty performance. Merit Review results are sent to the department Chair, who determines final performance and merit scores and convenes Goals meetings with individual faculty members.

March - April - Chair requests all regular Assistant and Associate Professors to prepare materials required for the promotion/tenure process. Chair asks tenured Associate Professors to review the files of all Assistant Professors concerning readiness for promotion and tenure; and Full Professors to review the files of all Assistant and Associate Professors to determine faculty readiness for promotion and when relevant, tenure.

May – Tenured department faculty at appropriate ranks meet to review and discuss the progress of probationary faculty and tenured associate professors. The department Chair calls meetings of Associate and Full Professors to discuss strengths and weaknesses, which are used to define recommendations for promotion of any Assistant Professor to Associate Professor rank, and of Full Professors only for discussions and recommendations on promotion of any Associate Professor to the rank of Full Professor.

May/June –The Chair and the candidate meet to discuss the promotion (and indefinite tenure, if applicable) process. The candidates begin to prepare their dossier. The Chair and the candidate may seek advice from appropriate senior faculty members in the preparation of the dossier. One senior faculty member will be appointed as a Procedures Oversight Designee, who will verify all publications and scrutinize narratives for accuracy and completeness.

By early-July - Candidates submit teaching, research and service statements, an updated CV following the standard University template (<https://faculty.umn.edu/faculty-review-recognition/promotion-tenure-review>), recent publications, a list of 8 - 10 potential external reviewers (including each reviewer's contact information, standing in their discipline, and relationship to the candidate (if any)), and any other materials that will be sent out as part of the external review process. The department Chair can request letters from the reviewers specified by the candidate and from other external individuals in the faculty member's field but at least half of the letters should come from the list supplied by the candidate.

July – The department Chair completes information discussed at and compiled from faculty review meetings for the draft of the annual Form 12 for all tenure-track Assistant Professors and the quadrennial Form 13 for applicable Associate Professors.

By mid-July – The department Chair (or designee) prepares a list of external reviewers; reviews materials to be sent to external reviewers (updated CV, summary of notable accomplishments, best examples of scholarly work), and initiates a request for external letters to be received by mid-September.

September – The department Chair notifies relevant faculty members that dossiers are available for review and sets a meeting date of the regular faculty (typically in October), and gives notice to faculty of the date for the dossier review.

By early November - Department tenured faculty above the rank of the candidate being promoted will review the candidate's dossier and vote on promotion of faculty member under consideration (the vote for promotion is separate from the vote for tenure). Tenure evaluations are made independent of promotion evaluations and tenure may be granted within rank or in conjunction with promotion in rank. The department's tenured faculty must vote on whether non-tenured, tenure track faculty will be recommended for tenure. Associate Professors and Full Professors vote on promotions from Assistant to Associate Professor. Full Professors vote on promotions from Associate to Full Professor. For tenure; tenure and promotion; or promotion decision meetings, a positive vote by two-thirds of all eligible voting faculty members on the question to recommend affirmatively for promotion and/or tenure is required. The formal vote is by secret ballot with each eligible faculty casting a vote for tenure and/or a vote for promotion for each candidate, where applicable. Ballots are tabulated and results recorded. Voting procedures, questions to be voted upon, and the report of the vote are defined in Section 7.4 of the Regent's Policy on Faculty Tenure. Note that abstentions do not add to the denominator (i.e., the total number of those voting). Only in exceptional cases should an eligible faculty member refrain from casting a vote on a tenure and/or promotion decision. If a real conflict of interest exists, the faculty should recuse himself or herself from the vote. A recusal reduces the denominator (representing the total number of eligible votes), and therefore does not count as a "no" vote. The department Chair votes as a member of the faculty.

November – The department faculty report including a summary of the general discussion including positive and dissenting views and voting results is drafted and made available to the voting faculty for comment and review. The department faculty report and faculty votes ("Yes", "No", "Abstain" and "Absent") are added to the dossier. The department Chair, as the chief administrative officer of the department, makes the final recommendation, with the faculty vote recorded, to the appropriate administrators for final disposition in the form of a separate Chair's letter of evaluation, which is also included in the dossier. The department Chair has the right to make a recommendation contrary to the vote of the faculty and if this differs from the faculty vote, it shall be forwarded to the administration with its own justification, together with the faculty recommendation.

Before the end of November – All dossiers are submitted to the Dean's Office.

December – January – The Collegiate Promotion and Tenure Committee is convened as a secondary level of review, which is advisory to the Dean. Committee members receive, review and vote on the dossiers put forward for promotion and/or tenure. A Committee report is written and submitted to the Dean for inclusion into the dossier.

February - The Dean reviews the dossier and writes a Dean's letter, to be included

in the dossier; dossiers for tenure/tenure-track faculty are then submitted to the Provost.

By the end of Spring semester – The final decision by the Provost/Board of Regents for tenured/tenured-track faculty promotion and/or tenure is transmitted by the Provost's office to the Dean, Department Chair and candidate.

Appendix A – (Tables I, II and III) Criteria and Examples of Indicators for Research, Teaching and Service

Table I. Criteria and Examples of Indicators for Research		
Assistant Professor	Associate Professor	Professor
<p>Criterion: <i>Shows evidence of competence in research</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Completed post-doctoral training or a research-intensive residency ● Obtained fellowship trainee position ● Attended career development programs such as grant writing workshops ● Contributed to a funded research program ● Recommendations affirm that the candidate conducts research prudently, ethically and safely, maintaining compliance with all relevant regulatory groups and fostering compliance among students, staff and others in the conduct of research. 	<p>Criterion: <i>Pursues a focused program of research and demonstrates independence as a scholar/ researcher</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Obtains significant funding from internal funders for research as PI or co-PI, demonstrating independence as a researcher ● Obtains funding, including salary support, from external funders for research as PI or co- PI, demonstrating independence as a researcher ● Obtains funding, including salary support, from internal or external sources for research as co-investigator ● Participates as a critical member of a research team on collaborative research. ● Establishes a vibrant research program that includes trainees (veterinary students, graduate students, or post-docs) ● 	<p>Criterion: <i>Increases depth, scope and/or impact of sustained and creative program of research</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Sustained record of investigator-initiated extramural grant awards as PI, Co-PI, or Co-I ● Obtains nationally-competitive grant awards on a regular basis. ● Obtains a program or center grant for research (as PI) ● Maintains a vibrant research program that includes trainees (veterinary students, graduate students, or post-docs) ● Fulfills leadership roles in interdisciplinary or collaborative research or scholarly activities in the College or University ● Obtains patents, engages in technology transfer and commercialization based on research collaborations.
<p>Criterion: <i>Has a defined area of scholarship/research</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Articulates a clear research focus ● Presents a research plan with action steps and a timeline for progression on the plan. 	<p>Criterion: <i>Receives regional or national recognition as a scholar</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Serves as a consultant or expert on research conducted by others outside the University ● Invited to speak at research programs, regionally, nationally or internationally ● Invited to participate on regional, national or international working groups to develop research initiatives, priorities, criteria or guidelines. 	<p>Criterion: <i>Recognition for research/scholarship at a national or international level.</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Receives awards for research from prestigious groups ● Invited to lead national panels or committees to establish research priorities and initiatives.
<p>Criterion: <i>Disseminates scholarly products through publication and/or presentation</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Has authored or co-authored original research papers in peer-reviewed journals as a trainee ● Published dissertation findings ● Presented original research at a regional, national or international meeting. 	<p>Criterion: <i>Established record of scholarly publications/presentations</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Regularly publishes peer-reviewed, first-authored or primary-authored, data-based publications in respected scientific journals. ● Presents competitively selected research papers and other scholarly work at national and international conferences as 	<p>Criterion: <i>Sustained, substantive record of productivity through scholarly publications/presentation</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Substantial record of publication consisting largely of peer-reviewed, first-authored or primary-authored, data-based publications in respected scientific journals. ● Impact on the field of key publications can be documented

	<p>posters or podium presentations.</p> <ul style="list-style-type: none"> ● Publications include authorship or co-authorship of a seminal paper in a leading journal, as documented by journal impact factor and citation index. ● Invited speaker at regional, national and international scientific conferences. ● Receives honors/awards for quality of presentation or publications at national meetings or from journals, societies or other scientific groups. 	<p>by journal impact factor and citation index.</p> <ul style="list-style-type: none"> ● Invited editorials, commentaries and position papers are part of the publication record. ● Includes trainees as co-authors. ● Presents keynote or invited plenary at major national/international scientific meetings. ● Organizes national or international conferences and is editor of published proceedings. ● Receives major award for research/scholarship, lifetime achievement
<p>Criterion: <i>Demonstrated activities in support of diversity and inclusion in research.</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Embraces diversity, equity and inclusion in management of research group activities. 	<p>Criterion: <i>Demonstrated activities in support of diversity and inclusion in research.</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Effectively leads or participates in a research group that embraces diversity, equity and inclusion. ● Grantsmanship that provides funding for research that focuses on underrepresented groups. 	<p>Criterion: <i>Demonstrated activities in support of diversity and inclusion in research.</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Establishes or supports the creation of new academic initiatives focused on diversity, equity and inclusion of underrepresented groups in faculty member's area of expertise. ● Serves as an advisor in programs that promote diversity and inclusion of underrepresented groups in veterinary and biomedical sciences.

Table II. Criteria and Examples of Indicators for Teaching		
Assistant Professor	Associate Professor	Professor
<p><i>Criterion: Development of a focused area of teaching expertise</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Identifies an educational focus or area ● Has an educational background consistent with focus ● Has teaching or practice background consistent with focus ● Has professional certification in the area 	<p><i>Criterion: Recognition as an expert educator in a specific area.</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Serves as coordinator of at least one undergraduate, graduate or professional course ● Lectures/ leads student learning activities in area of expertise ● Authors a chapter in a veterinary/ health science textbook ● Maintains a webpage or educational software related to expertise ● Authors published work on teaching innovation ● Presents guest lectures to other programs in area of expertise ● Publishes a review article in a professional journal within designated area of expertise ● Develops and/or offers a new course ● Develops / presents at continuing professional education, community education or a educational workshop at a national professional meeting. 	<p><i>Criterion: Leadership and impact in education in a specific area at a national or international level.</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Edits or writes a widely used/ respected textbook ● Provides academic opportunities for international scholars ● Provides United States students with educational offerings at academic institutions or health agencies outside the United States. ● Writes invited editorials, gives invited presentations at national/international meetings; serves as a member of national panels focused on education.
<p><i>Criterion: Competence and increasing skill as a teacher</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Has recommendations affirming satisfactory teaching evaluations for lectures, laboratories or other teaching experience. ● Has participated in teaching/learning development programs/classes to increase skills ● Provides examples of teaching materials. ● Has mentored students, postdoctoral fellows, or staff 	<p><i>Criterion: Experience and skill as a teacher</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Receives consistently positive teaching and course evaluations from students and peers ● Develops up-to-date, effective educational materials. ● Incorporates innovative teaching strategies in a course (e.g. problem-based learning, web-based teaching, service learning) ● Receives an educational development grant ● Develops/presents at continuing professional education, community education or educational workshop at national meeting ● Demonstrates effectiveness in interdisciplinary, intercultural, or community-engaged education efforts ● Has mentored or served as an advisor for students, postdoctoral fellows, or staff ● Receives teaching awards 	<p><i>Criterion: Leadership and recognition as a master teacher</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Leads major curriculum evaluation or revision efforts ● Obtains funding for educational initiatives ● Leads programs to increase recruiting of minorities and underserved individuals into veterinary medicine or allied graduate programs ● Receives university/national awards for educational efforts ● Has a record of excellence in student mentoring and advising

<p>Criterion: <i>Demonstrated activities in support of diversity and inclusion in teaching.</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Incorporates diversity, equity, and inclusion themes in undergraduate and/or graduate teaching and mentoring 	<p>Criterion: <i>Demonstrated activities in support of diversity and inclusion in teaching.</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Record of success advising students from groups underrepresented in the faculty member's discipline. ● Participation in faculty workshops to promote equity and inclusion in the class setting. ● Completion of a diversity and inclusion training or certificate program. ● Develops effective teaching strategies for the educational advancement of students from groups underrepresented in higher education. 	<p>Criterion: <i>Demonstrated activities in support of diversity and inclusion in teaching.</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Creating new academic programs, courses, or graduate specialization focused on diversity, equity and inclusion. ● Participating in disciplinary mentorship or pipeline programs for students from underrepresented groups.
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Table III. Criteria and Examples of Indicators for Service		
Assistant Professor	Associate Professor	Professor
<p><i>Criterion: Participates in faculty governance and service to the Department and College</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Regular attendance and participation in departmental meetings 	<p><i>Criterion: Effectively contributes to faculty governance and service to the Department, College and University</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Interviews prospective students ● Serves on a departmental, college or university committee (search committee or standing committee) ● Serves on a task force and working group for department or college ● Advises or coaches veterinary students, student teams or organizations, e.g. GOALe 	<p><i>Criterion: Leadership to the Department, College, University and academic consortia</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Chairs standing committees or search committees for the College ● Leads task forces for Department and College initiatives such as curricular revision or accreditation reviews ● Chairs University committees ● Represents the University on academic consortium committees

<p><i>Criterion: Participates in professional service</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Membership in professional organizations 	<p><i>Criterion: Provides valued contributions to professional service</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Peer review of manuscripts submitted to scientific journals ● Peer review of grant proposals for college, university, foundations or government agencies ● Membership on task force or committee for a professional organization 	<p><i>Criterion: Major contributions and leadership in professional service nationally and internationally</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Leadership position in national or international professional organizations, research or scholarly societies ● Organizes or chairs national or international scientific meetings ● Serves as an editor or associate editor for journals ● Service on a NIH study section, USDA panel and/or review groups for other external agencies ● Receives awards for service contributions to professional societies/groups. ● Reviewer for tenure and promotion documents for faculty at other universities
<p><i>Criterion: Demonstrated activities in support of diversity and inclusion in service.</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Work with diverse groups of individual students and/or organizations on and off campus. 	<p><i>Criterion: Demonstrated activities in support of diversity and inclusion in service.</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Membership on departmental or university committees related to diversity, equity and inclusion. ● Participation in efforts to increase participation of underrepresented students in undergraduate and graduate programs. 	<p><i>Criterion: Demonstrated activities in support of diversity and inclusion in service.</i></p> <p>Indicators:</p> <ul style="list-style-type: none"> ● Leadership in a professional organization's diversity, equity, and inclusion work. ● Leadership in organizing departmental or campus-wide events that encourage self-reflection and education regarding issues of diversity, equity and inclusion.

Version history

November 05, 1991 (Department of Veterinary PathoBiology)

November 22, 2006 (Department of Veterinary and Biomedical Sciences)

November 14, 2011

Appendix B: 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 1]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [FN 2]. The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [FN 3]. 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 Department Statement. [FN 4] 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 Executive Vice President 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 1] "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 2] The persons responsible and the process for making this determination are described in subsections 7.3 through 7.6 of the Regents Policy on Faculty Tenure.

"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 in-class 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 3] 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 4] "Departmental" refers to an academic department or its equivalent, such as division, institute, or unit.

Appendix C: 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 6]. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [FN 7]. 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 6] "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 7] The individuals 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 Full 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 D: VBS Post-Tenure Review Process

In accordance with Section 7a.1 of the Regents Policy on *Faculty Tenure*, the College of Veterinary Medicine has established general goals and expectations for tenured faculty. The specific goals and expectations for VBS department faculty are indicated below. These goals and expectations are similar to the criteria for tenure and promotion to Associate Professor and promotion to Full 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 of the state of Minnesota and the nation.

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. Other members of the regular faculty may at some stages of their careers 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 regular 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 is agreed upon in annual discussions between the faculty member and the

Department Chair. A significant contribution is expected in an area in which the most effort is allocated.

Research

Tenured faculty are expected to pursue an active program of research or scholarly activity 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 significant 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;
- grant submissions to support research efforts;
- publication or submission of research articles, case studies, and/or research reviews in refereed veterinary, medical or scientific journals;
- publication of scholarly books, book chapters, review articles, and postings to web-sites or other non-refereed venues;
- scholarship in teaching and learning as evidenced by publication of scholarly articles, book chapters, or submission of educational grant proposals

Teaching

Tenured faculty are expected to remain effective teachers and to be actively engaged in communicating knowledge and in supervising, mentoring, or advising students, in compliance with Collegiate and University policies. Tenured faculty who devote more than 5% effort towards teaching are expected to be peer reviewed at least once during every three year period. All tenured faculty are expected to serve as peer reviewers of teaching by other faculty in the department and College. 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:

- developing, coordinating and 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;
- instructional development that leads to products (textbooks, published manuscripts, instructional videos, instructional software etc.);
- advising and mentoring graduate students and postdoctoral trainees;

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

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

Procedures for Post-Tenure Review

The purpose of the post-tenure review process is to affirm and maintain the vitality of tenured faculty members through annual review and recognition of faculty contributions by faculty peers and University administrators. All tenured faculty members are subject to post-tenure review. Each year, one-third of tenured VBS faculty are subject to post-tenure review. If deficiencies are noted in the yearly merit review by department faculty peers, their performance may be subject to evaluation over a three year time frame.

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

Post-Tenure Review Process

The VBS Merit Review Committee will determine whether each tenured faculty member met their goals and expectations for the past year and will report its conclusions to the department Chair and faculty member. A meeting of the faculty member and department Chair will then be initiated. At this meeting, the perceived deficiencies will be discussed, and a plan will be formulated so that the faculty member can remedy the deficiencies, by no less than one year from the date of the letter. If, after the next year's faculty merit review, the Merit Review Committee Chair and the department Chair agree that the faculty member's performance is again substantially below the goals and expectations of the department, and that the faculty member has not followed the remediation plan, the faculty member will be notified by the department Chair and necessary procedures as dictated in the College of Veterinary Medicine's Post-Tenure Review Process will be initiated.

The VBS Post-Tenure Performance Review Process

