

Department of Large Animal Medicine Promotion and Tenure Criteria

In all matters related to promotion and tenure, the Department of Large Animal Medicine will carefully adhere to the University of Georgia Guidelines for Appointment, Promotion and Tenure. The standards, criteria, and processes presented in this document are intended to supplement and/or extend the University's Guidelines. All faculty are expected to be familiar with both this PTU document and the University Guidelines. If any inconsistency or discrepancy exists in this document or if this PTU document does not address a certain issue, the University's Guidelines will supersede this document.

The goal of the information presented on the following pages is to guide assistant and associate professors as they develop themselves for productive careers in academia. Each faculty member must appreciate that **meeting these criteria is largely his/her responsibility**, with appropriate feedback and direction from the department head, the faculty member's mentoring committee, and the third-year review committee. At each stage in the process towards promotion and tenure, the faculty member and department head must work to ensure that the faculty member's assignment of time is in keeping with his/her areas of responsibility and productivity. All candidates eligible for promotion will show clear evidence of collaborative scholarship. **The criteria outlined in these pages are to be interpreted in context of each faculty member's appointment; more specifically, in relation to clinical and research assignments as outlined in this document, all clinical disciplines are to be treated in a comparable manner. However, all faculty members regardless of the extent of their clinical or research appointment must meet the University's same requirements for in rank in terms of national or international recognition as stated in the University Guidelines for Appointment, Promotion, and Tenure.**

Basic Responsibilities

It is expected that all faculty members will behave cordially and professionally, be present on-time for all classes, submit class materials, tests, and grades in a timely fashion, respond in a reasonable time to job-related communications, and attend departmental and faculty meetings. For those faculty members with clinical responsibilities, competence within their discipline is expected.

Assignment of Time

Based on the responsibilities associated with each faculty position, a person's time is assigned proportionally to teaching, research or service (Equivalent Full Time, EFT). These EFT assignments are included in each faculty member's letter of appointment, but may be altered depending on the changing needs of the department or changes in a faculty member's level of productivity in the assigned areas. The faculty member and department head will review assignments of time on an annual basis, at the time the person's goals and objectives for the ensuing year are being finalized. All changes in assignments of time must be made prospectively, rather than retrospectively. Any changes in assignment of time that impact members in the faculty member's section should be discussed openly in a meeting involving those faculty members and department head.

Mentoring Committee

Each new non-tenured faculty member will be assigned a mentoring committee within 6 months of joining the department. With input from the faculty member and in consideration of his/her assignment of time, the department head will create a mentoring committee consisting of 3 tenured faculty members. If possible, one of the committee members will be from the faculty member's section within the department. While one committee member may be from another department, all committee members must have a good appreciation of the responsibilities and expectations associated with the faculty member's position. It is recommended that the initial meeting of the mentoring committee include the faculty member and department head, to ensure that all parties have an opportunity to understand the charge to the committee, the rationale for the faculty member's EFT and responsibilities, and the department head's role in providing guidance to the faculty member. The mentoring committee should meet with the faculty member twice each year, preferably at 6-month intervals, and provide a summary report of each meeting to the faculty member and department head in writing within 2 weeks of the meeting. **It is the joint responsibility of the department head and faculty member to ensure that these meetings occur.** At each mentoring committee meeting, particular attention should be paid to assessing the faculty member's progress and developing realistic short-term and long-term expectations, based on his/her EFT and responsibilities. A brief report documenting the items discussed, summarizing the faculty member's progress to date, plans for the ensuing six to twelve months, and the committee's assessment of the candidate's progress towards promotion and tenure will be submitted to the department head within 3 weeks of the meeting; a copy of that report will be provided to the faculty member.

Annual Evaluation

Annual evaluations will be completed in accordance with the discipline-specific criteria in teaching, research, and service. Immediately preceding the annual evaluation, each faculty member will provide the department head with a list of accomplishments for the previous calendar year (January 1 - December 31) and a list of goals for the ensuing year. These lists will be in a format specified by the department head. The department head will meet annually with each faculty member to evaluate and document his/her progress, in teaching, research, and service in accordance with each faculty member's EFT and the university and department promotion and tenure guidelines. EFT assignments for the following year will be re-evaluated and, if necessary, adjusted accordingly. The department head will inform each faculty member how they are or are not meeting discipline specific criteria and provide them with an annual evaluation letter documenting his/her performance and progression. A faculty member may respond to this annual evaluation in writing within 2 weeks of receipt of the letter. Each annual evaluation letter will be included in the three and five year reviews.

Third Year Review

Third Year evaluations will be completed in accordance with the discipline-specific criteria in teaching, research, and service. In the third year after an assistant professor has been appointed, the department head will appoint a Third Year Review Committee to thoroughly evaluate the individual's achievements and performance in teaching, research, and service. It is recommended that one member of the committee be from the faculty member's section, another from another

section within the department, and optimally the third member will be from outside the department; regardless, no more than one member of the Third Year Review Committee may be concurrently serving on the faculty member's Mentoring Committee. The Third Year Review Committee will consider the faculty member's achievements in light of the individual's EFT, and will prepare a written report summarizing the committee's findings and recommendations. If necessary, the report will include specific suggestions for improving the individual's progress towards promotion and tenure. Copies of this report will be given to the department head, the Mentoring Committee, and the assistant professor being evaluated. The assistant professor is encouraged to reply in writing to the report and any reply becomes part of the report. The Third Year Review Committee also will share its findings with the tenure-track associate professors and professors in the department, who will vote to recommend whether progress toward promotion and tenure is sufficient. The department head and the Mentoring Committee will meet with the assistant professor to discuss the findings of the Third Year Review Committee, inform the faculty member whether they are or are not meeting their discipline specific criteria and, if necessary, to develop a plan to guide the assistant professor towards promotion and tenure. The department head will provide a written summary of this discussion and a copy of the report from the Third Year Review Committee to the Dean.

Standards for the Missions of the University

Criteria for demonstration of scholarship in the Department of Large Animal Medicine follow those outlined in the University Guidelines for Appointment, Promotion and Tenure. However, additional specific criteria are presented below relating to the specific role of faculty in the Department engaged in clinically-related instruction, service, and research. It should be noted that time spent on clinical service is considered 50% service and 50% teaching; i.e. if a faculty member has a 30% clinical appointment, this is considered 15% clinical teaching and 15% clinical service for the year (each week is assessed as 20 contact hours which is the equivalent of 1.3 credit hours).

Specialty Board Certification

Specialty Board Certification is a requirement for promotion and tenure if a valid board exists in an appropriate discipline for the faculty member. An exception may be made if an individual has a primary EFT in research or if the faculty member has experience and accomplishments that compensate for, or make irrelevant, the lack of specialty board certification. A request for an exception is subject to approval by the Dean following receipt of supporting documentation and the recommendations of the department head.

Specific Comments Regarding Scholarship as Evidenced by Publications and Presentations

All faculty members are expected to advance the science and practice of veterinary medicine. Faculty members are encouraged to enter into collaborative research efforts with faculty from other departments, colleges, and institutions of higher learning. These efforts should result in contributions to the current literature at an average rate of two refereed publications per year. At the time of submission of the dossier for promotion to associate professor with tenure a candidate is expected to have approximately 10 peer-reviewed publications or two per year served, whichever is the greater. A similar annual level of scholarship is expected for promotion from associate to full

professor (a rolling average of two per year). These publications must result from work generated since the time the faculty member was hired or promoted. The nature of publications that are acceptable is related to the distribution of a faculty member's EFT. However, it is acknowledged that faculty appointments are diverse and that faculty publish in all three areas of teaching, service and research, and in any one year one may dominate, but that their rolling average and that attained at the time of promotion must reflect the minimums as expected of their EFT. Peer-reviewed publications related to teaching include articles that document research or advances in veterinary pedagogy and review articles; peer-reviewed articles related service through the Teaching Hospital include prospective and retrospective studies and case reports; peer-reviewed research articles may be related to bench or clinical research. It should be noted, however, that reliance cannot be placed solely on reviews and clinical articles; at least 25% of these publications must be the result of original research initiated by the faculty member (first or senior author) depending on EFT for research. For faculty hired with a 50% or greater research EFT, at least 50% of the required publications must be the result of original research as first or senior author. It is important for faculty members to recognize that promotion and tenure review committees specifically look for **consistency** in contributions made to the scientific literature. Consequently, faculty members are encouraged to develop goals and objectives that will allow them to submit manuscripts on a regular basis. Similarly, faculty with a research EFT will be expected to obtain competitive funding for research in a frequency and amount related to their research EFT and that publications should arise from research funding obtained; faculty with a research EFT of 50% or greater are expected to maintain consistent extramural funding.

A common error made by junior faculty is failure to publish results of research projects in a timely manner. Where possible, assistant professors are encouraged to be first or senior author on publications. When faculty members mentor students, residents, technicians, or junior faculty who serve as the first author, the faculty member's contribution as senior author may be documented by either second or last authorship, and by placing an asterisk after his/her name. Mentoring students and residents is valued and senior authorship on publications arising from those activities is considered equivalent to first authorship. At least 50% of the expected number of peer-reviewed publications must be as first or senior author

Faculty members are advised to consider book chapters as a supplement, but not a substitute for peer-reviewed publications. Preparation of book chapters takes a substantial amount of time, and, other than name recognition outside the college, are often reviewed less rigorously than articles submitted to refereed journals. Consequently, non-tenured faculty members are encouraged to discuss potential book chapters with the department head and his/her Mentoring Committee before taking on this responsibility. Faculty members with substantial teaching or service responsibilities are encouraged to have some book chapters on their curriculum vitae at the time of consideration for promotion and tenure, but not at the expense of having too few refereed publications.

Faculty members are expected to share their knowledge with other professionals and commodity groups. In many instances, this is achieved by oral presentations delivered at meetings and preparation of abstracts or contributions to proceedings books. On average, faculty members are expected to deliver 2 such presentations per year. Faculty members are advised against making a substantial number of presentations in lieu of submitting articles to refereed journals.

Teaching

Teaching communicates knowledge to students and develops in them the desire and skills necessary to continue learning. The university distinguishes between routine classroom performance and the contributions to teaching that draw upon the teacher's depth and breadth of scholarship. Teaching includes not only formal classroom instruction, but also advising and mentoring veterinary and graduate students.

Examples of Evidence of Scholarship in Instruction

<i>Effectiveness in Teaching Professional Students</i>	<i>Student evaluations for professional courses</i> <i>Evaluations by alumni</i>
<i>Effectiveness in Teaching Interns and Residents</i>	<i>Evaluations by former interns and residents</i>
<i>Scholarship Related to Teaching</i>	<i>Book chapters, book editorship, review articles, or articles about veterinary pedagogy</i>

Research

Research is studious inquiry or examination, especially critical and exhaustive investigation or experimentation that has as its aim revision of accepted conclusions, interpretations, theories, or laws in the light of newly discovered facts, or the practical application of such new or revised conclusions, interpretations, theories, or laws. Inquiry and originality are central functions of the University. Faculty are to discover new ideas, to fashion new interpretations of enduring ideas, and to participate in the application of these ideas. Consequently, faculty should conduct research or engage in other creative activities appropriate to their disciplines and to the missions of their promotion/tenure unit, and they should disseminate the results of their work through media appropriate to their disciplines. Faculty whose work assignments include research or other creative activities should clearly demonstrate high quality in these endeavors. The University distinguishes between the routine and the outstanding as judged by the candidates' peers at the University of Georgia and elsewhere. The principal standard should always be quality, rather than quantity.

Examples of Evidence of Scholarship in Research.

<i>Publications</i>	<i>Prospective clinical studies, investigation of clinical disease, investigation of experimental disease, and <u>in vitro</u> and <u>ex vivo</u> studies,</i>
<i>Funding</i>	<i>Grants, and contracts</i>
<i>Scholarship of application</i>	<i>Transfer of recent advances in understanding of the pathophysiological basis of disease and the pharmacological intervention to the treatment of disease.</i>

Service

Service to society refers to the function of applying academic expertise to the direct benefit of external audiences in support of unit and University missions. It can include applied research, service-based instruction, program and project management and technical assistance.

Service to the University includes, but is not limited to, participating in departmental, school/college and/or university committee work and/or governance; contributing to administrative support work (such as serving as a college representative on a major University committee or task force); and developing, implementing or managing academic programs or projects.

Service to the profession includes, but is not limited to, office held and committee assignments performed for professional associations and learned societies; development and organization of professional conferences; editorships and the review of manuscripts in professional association and learned societies publications; and review of grants applications.

Exceptional Circumstances

The department will recognize and reward faculty members providing clinical service and meeting teaching obligations under less than optimal circumstances (e.g., maintaining a clinical service as a sole faculty member without backup, providing full-time service and/or teaching during periods of significant faculty attrition).

Examples of Evidence of Scholarship in Service

Effectiveness of Clinical Service *Evaluation by referring veterinarians, producers, and clients*

Development or application of new clinical techniques

Effectiveness of Outreach *Presentations that disseminate or enhance application of clinical knowledge*

Book chapters, peer reviewed or invited review articles

Case reports or retrospective studies

Requirements for the Ranks

Instructor

The rank of instructor is an entry-level position for the University. Requirements include the following:

Years in Rank: Candidates do not need a minimum number of years in a lower rank.
 Criteria: Candidates should show promise of moving toward excellence in the criteria appropriate to their work assignments.

Assistant Professor

The rank of assistant professor is the primary entry-level position for employment as a faculty member at the University. Requirements include the following:

- Years in Rank: Candidates do not need a minimum number of years in a lower rank unless the initial appointment was at the instructor level at the University of Georgia.
- Criteria: Candidates should show promise of moving toward excellence in the criteria appropriate to their work assignments.

Associate Professor

The rank of associate professor is the mid-career faculty rank at the University. Requirements include the following:

- Years in Rank: Under usual circumstances, a candidate must serve at least four years as an assistant professor, including the year when the promotion will be considered at the University level, before being considered eligible for promotion to associate professor. However, candidates who have served only four years are not eligible for tenure. Most candidates are expected to apply for promotion and tenure in their sixth year as an assistant professor. Exceptional candidates who wish to be considered for promotion and/or tenure before 6 years are expected to have met the same total requirements for scholarly activities including publications and presentations as candidates who apply in their sixth year.
- Degree: Candidates should have specialty board certification appropriate for their discipline or a PhD or equivalent.
- Criteria: Candidates must show convincing evidence of emerging stature as regional or national authorities unless their work assignments are specifically at the local or state level. Evidence of emerging stature as a regional or national authority includes presentation of continuing education or research at national meetings, publication in appropriate journals for discipline, invitation to contribute to standard textbooks, and teaching awards within the college.

Professor

The rank of professor is the highest rank at the University. Requirements include the following:

- Years in Rank: Under usual circumstances, candidates must serve at least five years as associate professor, including the year when the promotion will be considered at the University level, before they are eligible for promotion to professor.
- Degree: Candidates should have a PhD or equivalent, or specialty board certification appropriate for their discipline.

Criteria: Candidates must show convincing evidence of high levels of attainment in the criteria appropriate to their work assignments and the missions of their units. Unless the candidates' assignments are specifically regional, they should demonstrate national or international recognition in their fields. Evidence of national or international recognition includes invited or research presentations at national or international meetings, publication in appropriate journals for discipline, editorship of textbooks, and awards for teaching from external bodies.

This document and discipline-specific criteria must be accepted by the faculty within the Department of Large Animal Medicine, and must be reviewed and approved by the Dean of the College of Veterinary Medicine and the Senior Vice President for Academic Affairs and Provost. New faculty members must be provided with this PTU document and University Guidelines for Appointment, Promotion, and Tenure. In addition, any changes or updates to this PTU document must be approved by the faculty, Dean and the Provost. All revisions and approval dates must be listed in this PTU document.

Approved by the Faculty: April 3, 2015
Approved by the Dean: April 17, 2015
Approved by the Provost: April 29, 2015