

## **Guidelines for Appointment and Promotion of Non-Tenure Track Clinical Faculty University of Georgia College of Veterinary Medicine Department of Large Animal Medicine**

This document is an addendum to the *University of Georgia Guidelines for Appointment and Promotion of Clinical Faculty*. The clinical appointment and promotion unit (CAPU) is the Department of Large Animal Medicine.

### **University Guidelines URL:**

[https://provost.uga.edu/policies/appointment-promotion-and-tenure/UGA\\_Guidelines\\_for\\_Appointment\\_and\\_Promotion\\_of\\_Clinical\\_Faculty.pdf](https://provost.uga.edu/policies/appointment-promotion-and-tenure/UGA_Guidelines_for_Appointment_and_Promotion_of_Clinical_Faculty.pdf)

All faculty are expected to be familiar with both this CAPU document and the University Guidelines. If any inconsistency or discrepancy exists in this document or if this CAPU document does not address a certain issue, the University's Clinical Guidelines will supersede this document.

The goal of the information presented on the following pages is to guide faculty as they develop, establish, and maintain themselves for productive careers in academia. Each faculty member must appreciate that **meeting these criteria is largely their responsibility** with appropriate feedback and direction from the Department Head, the mentoring committee, and the third-year review committee. At each stage in the process towards promotion, the faculty member and Department Head must work to ensure that the faculty member's assignment of time is in keeping with their areas of responsibility and productivity. **The criteria outlined in these pages are to be interpreted in context of each faculty member's appointment; all clinical disciplines are to be treated in a comparable manner. However, all faculty members regardless of their appointment must meet the University's same requirements for rank as stated in the University Guidelines for Appointment and Promotion of Clinical Faculty.**

### *Basic Responsibilities*

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

### *Assignment of Effort*

Based on the responsibilities associated with each faculty position, a person's time is assigned proportionally to teaching, service, or research (allocation of effort). These allocation of effort 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. Clinical-track faculty members have  $\geq 80\%$  teaching and service allocation of effort. This teaching and service is some combination of clinical teaching and service through the Veterinary

teaching hospital, didactic teaching of clinical topics, and other service. The majority of clinical faculty will be assigned to clinical duties within the Veterinary Teaching Hospital (which are allocated as equal parts clinical teaching and clinical service) 60-70% of the time. However, some clinical faculty may have higher allocations of effort to clinical didactic teaching and/or other service related to clinical veterinary medicine and lower assignments to clinical duties within the Veterinary Teaching Hospital. The remaining up to 20% of effort can be allocated for research (rarely >10%) and/or administration. Faculty with no research or administrative allocation will have higher teaching and service assignments.

The faculty member and Department Head will review assignments of effort on an annual basis, at the time the faculty member's goals and objectives for the ensuing year are being finalized. All changes in assignments of effort must be made prospectively, rather than retrospectively. Any changes in assignment of effort that impacts members in the faculty member's department and hospital section, when applicable, should be discussed openly in a meeting involving those faculty members and the Department Head.

#### *Eligible Clinical Appointment and Promotion Unit Voting Faculty*

Eligible voting faculty within the department, for purposes of appointment and promotion of clinical track faculty, includes all tenure and clinical track members of appropriate rank as defined in the *University of Georgia Guidelines for Appointment and Promotion of Clinical Faculty*. Clinical track faculty will have voting rights for appointment of clinical track faculty. However, clinical track faculty members do not have voting rights pertaining to promotion and tenure of tenure track faculty (per *University of Georgia Guidelines for Appointment, Promotion, and Tenure of Academic Rank Faculty*).

#### *Mentoring Committee*

Each new clinical instructor or clinical assistant professor will be assigned a mentoring committee within 6 months of joining the department. Clinical associate professors may elect not have a mentoring committee with Department Head approval. Mentoring committees will remain active until the faculty member begins promotion dossier preparation. With input from the faculty member and in consideration of their allocation of effort, the Department Head will create a mentoring committee consisting of at least three people. It is recommended that one member of the committee be from the faculty member's section, one from another section within the department, and optimally the third member will be from outside the department. Faculty members should hold the rank of associate or full professor and may be either clinical or tenure-track. The mentoring committee should meet with the faculty member twice each year at 6-month intervals. For clinical assistant professors and following successful third year review mentoring committee meetings can be decreased to 12-month interviews if the Department Head, committee and mentee feel this is acceptable. **It is the joint responsibility of the Department Head and faculty member to ensure 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 their allocation of effort 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 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 forming part of the record.

### *Annual Evaluation*

Annual evaluations will be completed in accordance with [Academic Affairs Policy Manual 1.06-1](#) and the position-specific assignments and allocation of effort in teaching, research, and service, and student success activities, as appropriate. 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) to supplement an up to date report in UGA Elements (<https://elements.uga.edu/>) 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 their progress, in teaching, research, and service in accordance with each faculty member's allocation of effort and the university and department promotion guidelines. Allocation of effort 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 their performance and progression. The faculty member must return a signed copy of their annual evaluation acknowledging they have reviewed the content. A faculty member may respond to this annual evaluation in writing within 10 working days of receipt of the letter. Within 10 working days of the faculty member's response, the evaluator will acknowledge in writing the receipt of the response, noting changes if any, in the annual written evaluation made as a result of the faculty member's written response. Each annual evaluation letter and any written responses will be included in the third-year review and promotion reviews.

In accordance with University guidelines, individuals not meeting expectations will be provided a **Performance Remediation Plan (PRP)**. The purpose of this plan is to scaffold faculty growth and development, and to strengthen tenure and promotion possibilities. The PRP is used to document faculty deficiencies based on the outcomes from the annual review. The purpose of the PRP is designed to enable the faculty member to correct unsatisfactory performance identified in aspects of their role or responsibilities. The plan which follows the outline described in Academic Affairs Policy Manual 1.06-1 must be approved by the Dean and submitted to the institution's Office of Faculty Affairs.

### *Third Year Review*

Third Year reviews will be completed in accordance with the position-specific allocation of effort in teaching, research, and service. In the third year after a clinical 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, service, and research, and student success activities as appropriate to their allocation of effort. It is recommended that one member of the committee be from the faculty member's section, one 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 allocation of effort 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. Copies of this report will be given to the Department Head, the Mentoring Committee, and the clinical assistant professor being evaluated. The clinical assistant professor is allowed to reply in writing to the report and any reply becomes part of the record. The Third Year Review Committee also will share its findings with the tenure and clinical track associate professors and professors in the department, who will vote to recommend whether progress toward promotion is sufficient. The Department Head and the Mentoring Committee will meet with the clinical 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. If the findings indicate they are not meeting criteria, a plan will be developed to guide the clinical assistant professor towards promotion. 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 and Promotion of Clinical Faculty. However, additional specific criteria are presented below relating to the specific role of clinical faculty in the Department engaged in clinically related instruction, service, and research.

It should be noted that time spent on clinical duties within the Veterinary Teaching Hospital is considered 50% clinical service and 50% clinical teaching, i.e. if a faculty member has a 70% clinical appointment, this is considered 35% clinical teaching and 35% clinical service for the year (each week is assessed as 20 contact hours which is the equivalent of 1.3 credit hours).

Demonstrated participation in student success activities is expected across a faculty members allocation of effort in teaching, research/scholarship/creative work, service, and administration, as applicable. Student success activities are efforts expended both in an out of the classroom to support the short- and long-term academic and professional achievements of undergraduate, graduate, and professional students and trainees. Examples can be found in the University policy for student success activities ([UGA Academic Affairs Policy Manual 1.10-10](#)).

#### *Specialty Board Certification*

Specialty Board Certification is a requirement for promotion if a valid board exists

in an appropriate discipline for the faculty member (ex: for faculty focused on primary care teaching then service specialty certification may be waived). An exception may be made 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 Evidence of Scholarship Including 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, including grantsmanship, with faculty from other departments, colleges, and institutions of higher learning.

Documentation of evidence for scholarship in teaching, research, and service is generally defined in the *University of Georgia Guidelines for Appointment and Promotion of Clinical Faculty*. Documentation of this progress or standard appropriate to the position may include professional recognition, awards, service in professional associations, and contributions to the discipline and should be included in the promotion dossier. This information should document the quality of client service and patient care provided by the candidate and may also address the development or application of innovative diagnostic or therapeutic procedures, protocols, or programs. The information should also document the quality of the referral and consultation service offered as applicable to the position.

Publications related to scholarly activity are quantifiable. This section provides detail of the expectations for publication of scholarly activity by clinical track faculty members. Given the nature of clinical-track faculty appointments, the number and type of publications related to scholarly activity differs from tenure-track faculty.

Number: Evidence of publication in scholarly activity may vary in type but is expected. Authorship of an average of one or more scholarly activities per year is usual for promotion to clinical associate professor and clinical professor. At the time of submission of the dossier for promotion the candidate is expected to have 5 publications or 1 per year served, whichever is greater. For those faculty members with greater than 80% assignment to clinical duties and administration the expectation for scholarly publication is prorated accordingly.

Type: Acceptable evidence of scholarly activity for clinical track faculty includes:

- Scholarly activity in research (for faculty with assigned research effort, these publications should comprise at least 50% of scholarly activity): **Peer-reviewed** original research (prospective or retrospective clinical studies, experimental studies, teaching and learning studies), review articles, reports of clinical cases or procedures, and proceeding for professional meetings. The candidate will need to provide evidence that they have made significant contributions to the publication to justify their research effort, such as being listed as first or senior author, being listed as Co-I on grants supporting the publication, fulfilling the criteria for authorship as defined by the International Committee of Medical

Journal Editors (ICMJE), etc. Mentoring students and residents in the publication of clinical reports and bench research is highly valued, and therefore, senior authorship is considered equivalent to first authorship; the senior author may be listed as either second or last author, but which it is must be clearly indicated with a defined symbol. Publication of original scientific discovery in either research or teaching refereed journals is encouraged but is not required.

- Scholarly activity in teaching and service: Book chapters and **non-peer reviewed** review articles, clinical commentaries, and proceedings for professional regional, national, and international meetings. These are viewed as important in establishing regional, national, and international reputation and may be used to document scholarly activity in teaching or service.

### *Requirements for Ranks*

#### Clinical Assistant Professor

The rank of clinical assistant professor is the primary entry-level rank for clinical faculty at the University. Requirements include the following:

Degree:	Candidates should hold the terminal degree appropriate for their discipline
Years in rank:	At least 2 years experience in the disciplinary area of the position
Credentials:	Specialty board certification or eligibility for board certification is a requirement for appointment to the rank of clinical assistant professor if a valid board exists in an appropriate discipline for the faculty member (ex: for faculty focused on primary care teaching and service, specialty certification may be waived). An exception may be made 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 prior approval by the Provost following receipt of supporting documentation and the recommendations of the Department Head and Dean.
Criteria:	Candidates should show evidence of a high level of competence in the clinical specialty and demonstrated promise of moving towards excellence in patient care, student instruction, scholarly activities, professional leadership, practice and/or service in the disciplinary area of the position.
Time Limit:	A faculty member is expected to serve no more than seven years at the rank of full-time clinical assistant professor, the same time limit for assistant professors on tenure track.

#### Clinical Associate Professor

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

Degree:	Candidates should hold the terminal degree appropriate for their discipline
Years in rank:	At least five years at the rank of clinical assistant professor or comparable training, background, and experience.
Credentials:	Specialty board certification is a requirement for promotion to clinical associate professor if a valid board exists in an appropriate discipline for the faculty member (ex: for faculty focused on primary care teaching and service, specialty certification may be waived). An exception may be made 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 prior approval by the Provost following receipt of supporting documentation and the recommendations of the Department Head and Dean.
Criteria:	Candidates should demonstrate excellence in clinical competency and should at minimum be recognized at the regional level as an authority within a practice specialty based on documented excellence in patient care, student instruction, scholarly activities, professional leadership, practice and/or service as related to the position.

### Clinical Professor

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

Degree:	Candidates should hold the terminal degree appropriate for their discipline
Years in rank:	At least five years at the rank of clinical associate professor, or comparable training, background, and experience.
Credentials:	Specialty board certification is a requirement for promotion to clinical professor if a valid board exists in an appropriate discipline for the faculty member (ex: for faculty focused on primary care teaching and service, specialty certification may be waived). An exception may be made 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 prior approval by the Provost following receipt of supporting documentation and the recommendations of the Department Head and Dean.
Criteria:	Candidates should demonstrate excellence in clinical competency and should be recognized at the national level as an authority within a practice specialty based on documented excellence in patient care, student instruction, scholarly activities, professional leadership, practice and/or service as related to the position. In

addition, candidates should demonstrate superior performance and be recognized by students and peers as an outstanding educator in the discipline.

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 CAPU document and University Guidelines for Appointment, Promotion, and Tenure. In addition, any changes or updates to this CAPU document must be approved by the faculty, Dean and the Provost. All revisions and approval dates must be listed in this CAPU document.

Approved by the Faculty: 12-19-23

Approved by the Department Head: 12-19-23

Approved by the Dean: 12-20-23

Approved by the Provost: 01-10-24