

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 of Academic Rank Faculty](#). The standards, criteria, and processes presented in this document are intended to supplement and/or extend the University's Guidelines.

University Guidelines URL:

[https://provost.uga.edu/faculty-affairs/Guidelines for Appointment Promotion Tenure of Academic Rank Faculty 8-1-2023 3.pdf](https://provost.uga.edu/faculty-affairs/Guidelines%20for%20Appointment%20Promotion%20Tenure%20of%20Academic%20Rank%20Faculty%208-1-2023%203.pdf)

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 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 and tenure, 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. All candidates eligible for promotion will show clear evidence of independent and 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 rank in terms of regional, national, or international recognition as stated in the University Guidelines for Appointment, Promotion, and Tenure of Academic Rank 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, research, or service (allocation of effort). The 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. The majority of tenure track faculty will be assigned 20-25% effort to research, 40-50% effort to clinical duties within the Veterinary Teaching Hospital (allocated as equal parts clinical teaching (typically 20-25%) and clinical service (typically 20-25%)), 15-20% didactic teaching, and 5-10% other service. Overall, this will result in a typical allocation of effort of 20-25% research, 40-45% teaching, 30-35% service. The remaining tenure track faculty within the department will have increased allocations of time to research (>40%) and/or administration (>20%). Their teaching and service (primarily clinical) will be decreased to allow for expansion of effort in these other areas.

The faculty member and department head will review allocation of effort on an annual basis, at the time the person's goals and objectives for the ensuing year are being finalized. All changes in allocation of effort must be made prospectively, rather than retrospectively. Any changes in allocation of effort that impact a majority of 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.

Mentoring Committee

Each new non-tenured faculty member will be assigned a mentoring committee within 6 months of joining the department. Associate professors may elect not have a mentoring committee with department head approval. Mentoring committees will remain active until the faculty member begins tenure 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 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 allocation of effort 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. For an associate professor and following successful third year review of an assistant professor, mentoring committee meetings can be decreased to 12-month intervals 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 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 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 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 [Academic Affairs Policy Manual 1.06-1](#) and the position-specific assignments 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 and tenure guidelines. Allocation of effort 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 that 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, promotion and tenure reviews, and post-tenure 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, 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 in identified aspects of their role or responsibilities. The plan, which follows the outline described 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 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, 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, 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 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 and tenure. Copies of this report will be given to the department head, the Mentoring Committee, and the pre-tenured faculty member being evaluated. The faculty member 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-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 pre-tenured faculty member 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 **PRP** will be developed to guide the pre-tenured faculty member towards promotion and tenure per the University Guidelines for Appointment, Promotion and Tenure of Academic Rank Faculty. 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 of Academic Rank Faculty. However, additional 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 duty is considered 50% clinical service and 50% clinical teaching, i.e. if a faculty member has a 40% clinical appointment, this is considered 20% clinical teaching and 20% 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 member's allocation of effort in teaching, research/scholarship/creative work, service, and administration, as applicable. Student success activities are efforts expended both in and 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 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 allocation of effort 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 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 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 peer-reviewed publications per year. At the time of submission of the dossier for promotion to associate professor and 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 appointment or promotion to associate professor. The nature of publications that are acceptable is related to the distribution of a faculty member's allocation of effort. However, it is acknowledged that faculty appointments are diverse and that faculty may publish in all three areas of teaching, service, and research, and in any one year one area may dominate, but that their rolling average and that attained at the time of promotion must reflect the minimums as expected of their allocation of effort. 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 publications under consideration for promotion must be the result of original research initiated by the faculty member (first or senior author) depending on allocation of effort for research. For faculty hired with a 50% or greater research allocation of effort, 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 quality and quantity over time 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 allocation of effort will be expected to obtain competitive funding for research in a frequency and amount related to their research allocation of effort and that publications should arise from research funding obtained; faculty with a research allocation of effort 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 a symbol in front of the citation to identify the role using a footnote or other means. Mentoring students and residents is valued and senior authorship on publications arising from those activities are considered equivalent to first authorship. At least 50% of the expected number of peer-reviewed publications must be as first or senior author. If the candidate feels that it would be helpful, details of their contributions to all or some of the manuscripts can be added in text following the citation.

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 their 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, including non-degree graduate students receiving advanced clinical training (such as interns, residents, and fellows). Teaching while assigned to clinical duty within the the Veterinary Teaching Hospital is a major component of teaching for most faculty within the department. As noted, 50% of time on clinic duty is allocated as clinical teaching.

Examples of Evidence of Scholarship in Instruction (a more extensive list of examples is provided in the UGA Guidelines for Appointment, Promotion and Tenure of Academic Rank Faculty)

Effectiveness in Teaching Professional Students

Student evaluations for professional courses

Evaluations by alumni

Effectiveness in Teaching Interns and Residents

Evaluations by former interns and residents

Scholarship Related to Teaching

Book chapters, book editorship, review articles, or articles about veterinary pedagogy

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 (a more extensive list of examples is provided in the UGA Guidelines for Appointment, Promotion and Tenure for Academic Rank Faculty)

Publications

Prospective clinical studies, investigation of clinical disease, investigation of experimental disease, and in vitro and ex vivo studies,

Funding

Grants, and contracts

Scholarship of application

Transfer of recent advances in understanding of the pathophysiological basis of disease and the pharmacological intervention to the treatment of disease.

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. Clinical duty within the the Veterinary Teaching Hospital is a major component of service for most faculty within the department. As noted, 50% of time on clinic duty is allocated as clinical service.

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 grant applications for federal or other funding agencies.

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 (a more extensive list of examples is provided in the UGA Guidelines for Appointment, Promotion and Tenure for Academic Rank Faculty)

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
Peer reviewed or invited review articles, book chapters
Case reports or retrospective studies

Requirements for the Ranks

Instructor

The rank of instructor is an entry-level position for the University. Faculty may not remain at this rank for longer than 7 years. 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 and allocation of effort.

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. If an instructor at UGA is hired as an assistant professor, a maximum of three (3) years' credit toward the minimum probationary period may be allowed, per BOR policy (8.3.7.4).
- Criteria: Candidates should show promise of moving toward excellence in the criteria appropriate to their work assignments and allocation of effort.

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 five years as an assistant professor, including the year when the promotion will be considered at the University level, before being considered for promotion to associate professor.
- 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 considered 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 Department Head and 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 for Academic Rank Faculty. In addition, any changes or updates to this PTU document must be approved by the faculty, Department Head, Dean, and the Provost. All revisions and approval dates must be listed in this PTU 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