Appointments, Promotion, and Tenure Criteria and Procedures for The Ohio State University Department of Veterinary Clinical Sciences

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APPPOINTMENTS, PROMOTION, AND TENURE
CRITERIA AND PROCEDURES
FOR THE DEPARTMENT OF VETERINARY CLINICAL SCIENCES
COLLEGE OF VETERINARY MEDICINE

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APPOINTMENTS, PROMOTION, AND TENURE
FOR THE DEPARTMENT OF VETERINARY CLINICAL SCIENCES

I. PREAMBLE

This document is a supplement to Chapters 6 and 7 of the Rules of the University Faculty ; the annually updated procedural guidelines for promotion and tenure reviews in Volume 3 of the Office of Academic Affairs Policies and Procedures Handbook ; and other policies and procedures of the College and University to which the Department and its faculty are subject.

Should those rules and policies change, the Department will follow the new rules and policies until such time as it can update this document to reflect the changes. In addition, this document must be reviewed, and either reaffirmed or revised, at least every four years on the appointment or reappointment of the Department Chair.

This document must be approved by the Dean of the College and the Office of Academic Affairs before it may be implemented. It sets forth the Department's mission and, in the context of that mission and the mission of the College and University, its criteria and procedures for faculty appointments and for faculty promotion, tenure and rewards, including salary increases. In approving this document, the Office of Academic Affairs accepts the mission and criteria of the Department and delegates to it the responsibility to apply high standards in evaluating current faculty and faculty candidates in relation to the Department's mission and criteria.

The faculty and the administration are bound by the principles articulated in Faculty Rule 3335-6-01 of the Administrative Code. In particular, all faculty members accept the responsibility to participate fully and knowledgeably in review processes; to exercise the standards established in Faculty Rule 3335-6-02 and other standards specific to the Department and the College; and to make negative recommendations when these are warranted in order to maintain and improve the quality of the faculty.

Decisions considering appointment, reappointment, and promotion and tenure will be free of discrimination in accordance with the University's policy on equal employment opportunity.

It is the expectation of the College that all faculty personnel actions conducted by a Department and the College, will be consistent with that Department's APT document, the College APT document, and other relevant policies, procedures, practices, and standards established by the:

1. College,
2. Faculty Rules,
3. Office of Academic Affairs, and
4. Office of Human Resources

II. DEPARTMENTAL MISSION

A. Mission, Vision and Values

Mission:
To advance animal and human health and wellbeing by providing innovative education, outstanding patient care, public and professional outreach, and pioneering clinical and translational research.

Vision:
We accomplish our mission through the dedicated service of our people to shape the next generation of veterinarians and produce impactful patient care, scholarship, and research.

Values:
Our values are in line with The Ohio State University's Shared Values.

III. DEFINITIONS

A. Committee of the Eligible Faculty

The eligible faculty for all appointment (hiring), reappointment, promotion or promotion and tenure reviews must have their tenure home or primary appointment in the Department.

The Department Chair, the dean and assistant and associate deans of the college, the executive vice president and provost and the president may not participate as eligible faculty members in reviews for appointment, reappointment, promotion, or promotion and tenure.

1. Tenure-Track Faculty

Initial Appointment Reviews

- **Appointment Review**. The responsibility for appointment (hiring) recommendations for tenure-track faculty is charged to the Search Committee who provides these recommendations to the Department Chair.

- **Rank Review**. The eligible faculty for an appointment (hiring) review at senior rank (associate professor or professor), consists of all tenured faculty of equal or higher rank than the position requested.

Reappointment, Promotion, or Promotion and Tenure Reviews

- For the reappointment and promotion and tenure reviews of assistant professors, the eligible faculty consists of:

- All tenured associate professors and tenured professors

- For the promotion reviews of associate professors, the eligible faculty consists of:
  - All tenured professors

2. Clinical Faculty

Initial Appointment Reviews

Appointment Review. The responsibility for appointment (hiring or appointment change from another faculty type) recommendations for clinical faculty is charged to the Search Committee who provides these recommendations to the Department Chair.

Rank Review. The eligible faculty for an appointment (hiring or appointment change from another faculty type) review at senior rank (associate clinical professor or clinical professor), consists of all tenured and non-probationary clinical faculty of equal or higher rank than the position requested.

Reappointment or Promotion Reviews

- For the reappointment and/or promotion of assistant clinical professors, the eligible faculty consists of:
  - All tenured associate professors and professors
  - All non-probationary associate clinical professors and non-probationary clinical professors

- For the promotion reviews of associate clinical professors, the eligible faculty consists of:
  - All tenured professors
  - All non-probationary clinical professors

3. Associated Faculty

a. Associated Faculty with a Clinical Practice Title

Initial Appointment Reviews

Appointment Review. The responsibility for appointment (hiring or appointment change from another faculty type) recommendations for associated clinical practice faculty is charged to the Search Committee who provides these recommendations to the Department Chair.

Rank Review. The eligible faculty for an appointment (hiring or appointment change from another faculty type) review at senior rank (clinical associate

professor of practice or clinical professor of practice), consists of all tenured and non-probationary clinical faculty, and non-probationary clinical practice faculty of equal or higher rank than the position requested and prior approval of the college dean.

Reappointment or Promotion Reviews

- For the reappointment and/or promotion reviews of clinical assistant professors of practice, the eligible faculty consists of:
  - All tenured associate professors and professors
  - All non-probationary associate clinical professors and non-probationary clinical professors
  - All non-probationary clinical associate professors of practice and non-probationary clinical professors of practice

- For the promotion reviews of clinical associate professors of practice, the eligible faculty consists of:
  - All tenured professors
  - All non-probationary clinical professors
  - All non-probationary clinical professors of practice

b. All Other Associated Faculty

Initial Appointment Reviews

Initial appointment (hiring or appointment change from another faculty type) recommendations for associated faculty other than clinical practice faculty is charged to the Search Committee who provides these recommendations to the Department Chair. The reappointment of associated faculty members is decided by the Department Chair in consultation with the department's Tenure and Promotion Subcommittee or relevant section Initial appointments at senior rank require a vote by the eligible faculty as follows and prior approval of the college dean. For associated faculty with tenure-track titles, the eligible faculty shall be the same as for tenure-track faculty as described in Section III.A.1. An appointment to senior lecturer is decided by the Department Chair in consultation with the department's Promotion and Tenure Subcommittee or relevant section

Promotion Reviews

For the promotion reviews of associated faculty with tenure-track titles, the eligible faculty shall be the same as for tenure-track faculty as described in Section III.A.1. The promotion of a lecturer to senior lecturer is decided by the Department Chair in consultation with the department's Promotion and Tenure Subcommittee

4. Conflict of Interest

Search Committee Conflict of Interest

A member of a search committee must disclose to the committee and refrain from participation in any of the interviews, meetings, or votes that comprise the search process if the member:

- decides to apply for the position;
- is related to or has a close interpersonal relationship with a candidate;
- has substantive financial ties with the candidate;
- is dependent in some way on the candidate's services;
- has a close professional relationship with the candidate (e.g., dissertation advisor); or
- has collaborated extensively with the candidate or is currently collaborating with the candidate.

Eligible Faculty Conflict of Interest

A member of the eligible faculty has a conflict of interest when he/she/they are or have been to the candidate:

- a thesis, dissertation, or postdoctoral advisee/advisor;
- a co-author on more than 50% of the candidate’s publications since appointment or last promotion, including pending publications and submissions;
- a collaborator on more than 25% of projects since appointment or last promotion, including current and planned collaborations;
- in a consulting/financial arrangement with the candidate since appointment or last promotion, including receiving compensation of any type (e.g., money, goods, or services) or is dependent in some way on the candidate’s services; or
- in a family relationship such as a spouse, child, sibling, or parent, or other relationship, such as a close personal friendship, that might affect one’s judgment or be seen as doing so by a reasonable person familiar with the relationship.

Such faculty members will be expected to withdraw from a promotion review of that candidate. When there is a question about potential conflicts, open discussion and professional judgment are required in determining whether it is appropriate for the faculty member to withdraw from a particular review. However, in situations without consensus, it is the responsibility of the Department Chair to remove any member of the eligible faculty from the review of a candidate when the member has a conflict of interest but does not voluntarily withdraw from the review.

Additional information regarding conflict of interest is found in Volume 3, section 5.6.1 of the Office of Academic Affairs Policies and Procedures Handbook.

5. **Minimum Composition**

   In the event that the Department does not have at least three eligible faculty members who can undertake a review, the Department Chair, after consulting with the Dean, will appoint a faculty member from another Department within the College.

B. Department Promotion and Tenure Subcommittee (DPTSC)

The Department Promotion and Tenure Subcommittee (**DPTSC**) assists the Committee of the Eligible Faculty (**COEF**) in managing personnel and promotion and tenure issues. The DPTSC consists of at least 11 non-probationary faculty members: at least 50% must be tenure track faculty, and at least 50% of these must be professors. The Department Chair may vary the composition of the committee to best represent the faculty as a whole. The committee's Chair and membership are appointed by the Department Chair. The term of service is three years, with reappointment possible. The DPTSC also serves as the Departmental Annual Review Committee (DARC).

C. Quorum

The quorum required to discuss and vote on all personnel decisions is two-thirds of the eligible faculty not on approved leave of absence. A member of the eligible faculty on Special Assignment may be excluded from the count for the purposes of determining quorum only if the Department Chair has approved an off-campus assignment. Faculty on approved leave or Special Assignment are not considered for quorum unless they declare, in advance, in writing, of intent to participate in all proceedings. Attendance may be accomplished through digital forums such as video links or teleconferences. Faculty members who recuse themselves because of a conflict of interest and faculty on approved leave of absence or Special Assignment who do not declare in advance of intent to participate in all proceedings are not counted when determining quorum.

D. Recommendations from the Committee of the Eligible Faculty

In all votes taken on personnel matters, only 'yes' and 'no' votes are counted. Abstentions are not an option. Faculty members need to fully participate in the review process . Absentee ballots and proxy votes are not permitted. To be eligible to vote, a faculty member must be in attendance at the meeting for the entire discussion of the candidate's qualifications. Voting is by anonymous ballot. Participating fully in discussions and voting via remote two-way

electronic connection are allowed.

1. Appointment

A positive recommendation from the eligible faculty is secured when a simple majority of the votes cast are positive/affirmative. The Chair of the DPTSC records the number of positive and negative votes and reports the results to the Department Chair.

In the case of a joint appointment, the department must seek input from a candidate's joint-appointment TIU prior to the appointment of that candidate.

2. Reappointment, Promotion and Tenure, and Promotion

A positive recommendation from the eligible faculty for reappointment, promotion and tenure, and promotion is secured when a simple majority of the votes cast are positive/affirmative.

In the case of joint appointments, the department must seek input from the joint-appointment TIU prior to the reappointment, promotion, and/or tenure of that candidate.

IV. APPOINTMENTS

A. Criteria

The Department is committed to making faculty appointments that enhance or have strong potential to enhance the quality of the Department. In making appointments, the Chair will attempt to balance the multiple academic missions of the Department taking into consideration the needs of the Veterinary Medical Center (VMC). Important considerations include:

- The individual's record to date in teaching, research, clinical practice, extension/outreach, and administrative service;
- The potential to develop national/international recognition for significant contribution in one or more areas of responsibilities;
- The potential for professional growth in the areas of assigned responsibilities; and
- The potential for interacting with colleagues and students in a way that will enhance academic work and attract other outstanding faculty and students to the Department.

No offer will be extended if the search process does not yield one or more candidates who would enhance the quality of the Department. The search is either cancelled or continued, as appropriate to the circumstances.

Faculty must possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal

degrees or when equivalent experience is established. When faculty are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. See the Office of Academic Affairs Policies and Procedures Handbook, Volume 1, Chapter 1, Section 2.3.1.

Each faculty member is encouraged to obtain Category M or P Graduate Faculty status. Category M faculty members have a tenure-track or clinical appointment and a Master of Science Degree (or equivalent, including a DVM/VMD) or a PhD. Category P faculty members must have earned a PhD, DMA, EdD or equivalent and must be engaged in an active program of research, scholarship or creative study, or must demonstrate significant promise of establishing such a program. The College Council for Graduate Studies is responsible for processing requests for membership in the graduate faculty and category M or P status. See the College Graduate Program Handbook for a detailed explanation.

The appointment of all compensated tenure-track, clinical, and associated faculty, irrespective of rank, must be based on a formal search process following the SHIFT Framework for faculty recruitment.

All faculty positions must be posted in Workday, the university's system of record for faculty and staff. Formal interviews are required for all positions. Appropriate disposition codes for applicants not selected for a position must be entered in Workday to enable the university to explain why a candidate was not selected and what stage they progressed to before being removed.

1. **Tenure Track Faculty**

   A. Instructor

   Appointment at the rank of instructor is made when the offered appointment is that of assistant professor, but requirements for the DVM (or equivalent) or doctoral (PhD) degree have not been completed by the candidate at the time of appointment. Procedures for appointment are identical to those for an assistant professor. The Department makes efforts to avoid such appointments. An appointment at the instructor level is limited to three years. Promotion to assistant professor occurs without review the semester following completion of the required credentialing. When an instructor has not completed requirements for promotion to the rank of assistant professor by the beginning of the third year of appointment, the third year is a terminal year of employment.

   When an instructor is promoted to the rank of assistant professor on receipt of the DVM (or equivalent) or doctoral (PhD) degree, the faculty member may request prior service credit for time spent as an instructor. This request must be submitted in writing at the time of the promotion and this written request

must be approved by the Department's committee of eligible faculty, the Chair, Dean, and the Office of Academic Affairs. Faculty members should carefully consider whether prior service credit is appropriate since prior service credit cannot be revoked without a formal request for an extension of the probationary period. In addition, all probationary faculty members have the option to be considered for early promotion.

B. Assistant Professor

Criteria for appointment at the rank of assistant professor are: 1) an earned professional degree (DVM or equivalent), doctorate (PhD) or both; 2) relevant specialty clinical training if appropriate; and 3) evidence of potential for sustained high quality scholarly productivity, research, teaching, clinical service and administrative service to the Department and profession as appropriate.

Appointment at the rank of assistant professor is always probationary, with mandatory tenure review occurring no later than the sixth year of service. If tenure review has not occurred prior to the sixth year, the faculty member will be informed by the end of the sixth year as to whether promotion and tenure will be granted at the beginning of the seventh year. If the sixth-year review is negative, the seventh year is a terminal appointment. Review for tenure prior to the mandatory review year is possible when the DTPSC and the Chair determine such a review to be appropriate. The granting of prior service credit, which requires approval of the Office of Academic Affairs, may reduce the length of the probationary period, but is strongly discouraged as it cannot be revoked once granted except through an approved request to exclude time from the probationary period.

C. Associate Professor and Professor

Appointment offers at the rank of Associate Professor, with or without tenure, Professor with tenure, and/or offers of prior service credit require prior approval of the Office of Academic Affairs.

Appointment at senior rank requires that the individual, at a minimum, meet the Department's criteria in teaching, research, clinical practice, extension/outreach, and administrative service as appropriate for promotion to these ranks as specified in this document. However, care must be taken to apply criteria with sufficient flexibility as the requirements for appointment at senior rank will vary dependent on the candidate's proposed position description as well as the candidate's prior experience and responsibilities.

Appointment at the rank of Associate Professor normally entails tenure. A probationary appointment at the rank of Associate Professor is appropriate only under unusual circumstances, such as when the candidate has limited

prior teaching experience or has taught only in a foreign country. A probationary period of up to four years is possible, on approval of the Office of Academic Affairs, with review for tenure occurring in the final year of the probationary appointment. If tenure is not granted, an additional (terminal) year of employment is offered.

Appointment at the rank of professor without tenure should not occur.

Offers to foreign nationals require prior consultation with the Office of International Affairs.

2. Clinical Faculty

Except for those appointed at the rank of instructor, for whom a contract is limited to three years, the initial appointment of clinical faculty must be a five-year contract. The initial contract is probationary, with reappointment considered annually. Review by the committee of eligible faculty is required in the penultimate year.

Beyond the probationary period, second and subsequent reappointments for assistant and associate clinical professors are made for a term of not less than three and not greater than five years. Second and subsequent reappointments for clinical professors must be for a term of not less than three and not greater than eight years. If the initial decision from the Department Chair is to reappoint the faculty member to another term, that decision will be final. If the initial decision from the Department Chair is to not reappoint the faculty member to another term, a review by the eligible faculty is required.

In the majority of circumstances, clinical faculty being considered for promotion should also be considered for reappointment regardless of the timing of the last reappointment.

Tenure is not granted to clinical faculty. There is also no presumption that subsequent contracts will be offered, regardless of performance. For more information, see Faculty Rule 3335-7.

Clinical faculty members are essential to the mission of the Department and have teaching (clinical, didactic), patient care, clinical and diagnostic practice, core service support, and program development and implementation responsibilities. Excellence in patient management, clinical teaching and clinical service is expected of clinical faculty members as they will spend the majority of their time seeing patients, teaching students and training house officers. Scholarship activity (scholarship of teaching, collaborative clinical research, and/ or development of new clinical techniques) is expected, as is participation in administrative service, at a level relevant to rank, other responsibilities, and distribution of time and effort.

A. Clinical Instructor

The criteria for appointment to Clinical Instructor are a DVM or equivalent degree and strong potential to attain reappointment and advance through the faculty ranks. Appointment is normally made at the rank of Clinical Instructor only when the appointee has not obtained the required licensure or certification at the time of appointment or when other circumstances warrant such appointment. If licensure or certification is not obtained by the beginning of the penultimate year of the contract period, a new contract will not be considered even if performance is otherwise adequate and the position itself will continue.

B. Assistant Clinical Professor

The criteria for appointment to Assistant Clinical Professor are a DVM or equivalent degree, medical specialty training with advancement toward appropriate specialty licensure or certification or equivalent experience, and strong potential to attain reappointment and advance through the faculty ranks. Evidence of ability to teach and provide excellent clinical service is highly desirable.

C. Associate Clinical Professor and Clinical Professor

The criteria for appointment to Associate Clinical Professor and Clinical Professor are that the candidate meets the criteria for appointment to Assistant Clinical Professor, has appropriate medical specialty licensure or certification or equivalent experience, and meets, at a minimum, the Department's criteria in teaching, research, clinical practice, extension/outreach, and administrative service, depending on appointment and assigned responsibilities, for promotion to these ranks.

3. Associated Faculty

Faculty with tenure-track or clinical titles may not hold concurrent associated titles at The Ohio State University. Associated faculty appointments may be as short as a few weeks to assist with a focused project, a semester to teach one or more courses, or for up to three years when a longer contract is useful for long-term planning and retention. Associated faculty may be reappointed. Associated faculty are subject to formal annual review prior to renewal.

A. Clinical Instructor of Practice, Clinical Assistant Professor of Practice, Clinical Associate Professor of Practice, Clinical Professor of Practice.

   Clinical practice appointments may either be compensated or uncompensated. Uncompensated appointments are given to individuals

who volunteer uncompensated academic service to a department, for which a faculty title is appropriate. Compensated clinical faculty of practice appointments typically entail a one- to three-year appointment. Clinical practice faculty members are eligible for promotion (but not tenure). Clinical Practice appointments are typically heavily weighted with a distribution of effort in clinical service.

i. Clinical Instructor of Practice.

The criteria for appointment to clinical instructor of practice is a DVM or equivalent degree. Appointment is normally made at the rank of Instructor-Practice for short-term programmatic needs and is typically made for a one-year term, which may or may not be renewable.

ii. Clinical Assistant Professor of Practice.

The criteria for appointment to clinical assistant professor of practice are a DVM or equivalent degree, internship or private practice experience, and strong potential to attain reappointment and advance through the faculty ranks. Demonstration of ability to provide excellent clinical service is required and evidence of ability to teach and mentor students and/or residents in clinical settings is strongly desired.

iii. Clinical Associate Professor of Practice and Clinical Professor of Practice.

The criteria for appointment to clinical associate professor of practice and clinical professor of practice are that the candidate meets the criteria for appointment to clinical assistant professor of practice and depending on appointment and assigned responsibilities, meets at a minimum, the department's criteria for excellence in clinical practice and clinical teaching for promotion to these ranks.

B. Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor

Adjunct appointments are not compensated. Adjunct faculty appointments are given to individuals who volunteer considerable uncompensated academic service to the Department, for which a faculty title is appropriate. Adjunct appointments may be either non-University employees or University employees compensated on a non-instructional budget; faculty with tenure-track, clinical, or research titles may not concurrently hold adjunct titles within The Ohio State University. Adjunct faculty rank is determined by applying the criteria for appointment of tenure-track or clinical faculty, as appropriate to the appointment. Adjunct faculty members are eligible for promotion (but not tenure) and the

relevant criteria are those for promotion of tenure-track or clinical faculty, as appropriate to the appointment.

C. Lecturers

i. Lecturer

Lecturers have credentials comparable to faculty at the assistant professor level. Evidence of ability to provide high-quality instruction is desirable. Lecturers are not eligible for tenure but may be promoted to senior lecturer if they meet the criteria for appointment at that rank.

ii. Senior Lecturer

Senior Lecturers are appointed based solely on teaching credentials comparable to faculty at the associate professor level. Evidence of ability to provide high-quality instruction is desirable. Senior lecturers are not eligible for tenure or promotion.

D. Assistant Professor, Associate Professor, Professor with FTE below 50%

Appointment at tenure-track titles is for individuals at 49% FTE or below, either compensated (1-49% FTE) or uncompensated (0% FTE). The rank of associated faculty with tenure-track titles is determined by applying the criteria for appointment of tenure-track faculty. Associated faculty members with tenure-track titles are eligible for promotion (but not tenure) and the relevant criteria are those for promotion of tenure-track faculty.

E. Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor

Visiting faculty appointments may either be compensated or not compensated. Visiting faculty members on leave from a regular academic appointment at another institution are appointed at the rank held in that position. The rank at which other individuals are appointed is determined by applying the criteria for appointment of tenure-track faculty. Visiting faculty members are not eligible for tenure or promotion. They may not be reappointed for more than three consecutive years at 100% FTE.

4. Emeritus Faculty

Emeritus faculty status is an honor given in recognition of sustained academic contributions to the university as described in Faculty Rule 3335-5-36. Full-time tenure track, clinical, research, or associated faculty may request emeritus status upon retirement or resignation at the age of sixty or older with ten or more years

of service or at any age with twenty-five or more years of service.

Emeritus faculty members are those who, upon retirement, are recommended for emeritus status by Department Chairs, the Dean, and the executive vice president and provost. Faculty in this department will send a request for emeritus faculty status to the Department Chair outlining academic performance and citizenship. The faculty eligible to conduct promotion reviews within the requestor's appointment type (see Section III.A.1-3) will review the application and make a recommendation to the Department Chair, who will decide upon the request, and if appropriate submit it to the dean. If the faculty member requesting emeritus status has in the 10 years prior to the application engaged in serious dishonorable conduct in violation of law, rule, or policy and/or caused harm to the university's reputation or is retiring pending a procedure according to Faculty Rule 3335-5-04, emeritus status will not be considered. Emeritus faculty may not vote at any level of governance and may not participate in promotion and tenure matters, but may have such other privileges as the Department, College or Office of Human Resources may provide.

The relationship of emeritus faculty members who wish to teach, provide clinical service, or perform research in the college shall be governed by a written memorandum of agreement. This agreement will describe the mutually beneficial activities to be completed by the emeritus faculty member with approval of the Department Chair and Dean (or designee). This agreement will establish any financial arrangements for compensation or cost of the retired faculty member for participation in teaching, clinical service or research and use of facilities should they be needed, which must be approved by the Dean (or designee) and the Office of Academic Affairs. No compensation of the emeritus faculty member by the department, college, or university will be allowed outside of the memorandum of agreement. Emeritus faculty with an agreement for teaching, clinical service, and/or research, must follow all university rules and policies and submit annual conflict of interest statements and external consulting agreements (as applicable).

5. Courtesy Appointments

Occasionally the active academic involvement in the Department by a tenure-track, clinical, or research faculty member from another Department at Ohio State warrants the offer of a 0% FTE (courtesy) appointment in the Department. Appropriate active involvement includes research collaboration, graduate student advising, teaching some or all of a course, clinical practice, or a combination of these. A courtesy appointment is made at the individual's current Ohio State rank, with promotion in rank recognized.

Courtesy appointments are uncompensated. Courtesy appointments are recommended at the discretion of the Chair after approval of the faculty in the

clinical service to which the individual will be assigned. Continuation of the courtesy appointment should reflect ongoing contributions. Faculty with courtesy appointments do not participate in College governance. Unlike associated faculty appointments, courtesy appointments do not require formal annual review. Titles assigned to courtesy appointments must mirror those held in their major University appointments.

B. Procedures

The appointment of all compensated tenure-track, clinical, research, and associated faculty, irrespective of rank, must be based on a formal search process. All faculty positions must be posted in Workday, the university's system of record for faculty and staff. Formal interviews are required for all positions. Appropriate disposition codes for applicants not selected for a position must be entered in Workday to enable the university to explain why a candidate was not selected and what stage they progressed to before being removed.

In addition, see the Policy on Faculty Recruitment and Selection and the Policy on Faculty Appointments for information on the following topics:

- Recruitment of tenure-track, clinical, and associated faculty
- Appointments at senior rank or with prior service credit
- Hiring faculty from other institutions after April 30
- Appointment of foreign nationals
- Letters of offer

1. Tenure-Track faculty

A national search is required to ensure a pool of highly qualified candidates for all tenure-track positions. This includes all external candidates for all faculty positions. The only exception is for dual career partners, as described in Volume 1, Chapter 4, section 5.1 of the *Policies and Procedures Handbook*. Exceptions to this policy must be approved by the Dean and requested from the Office of Academic Affairs in advance. Search procedures must entail substantial faculty involvement and be consistent with the OAA Policy on Faculty Recruitment and Selection.

Searches for tenure-track faculty proceed as follows:

The Dean of the College provides approval for the Department Chair to commence a search process. This approval may or may not be accompanied by constraints with regard to salary, rank, and field of expertise.

The Department Chair, in consultation with the section head, appoints a search committee consisting of three or more faculty who reflect the field of expertise

that is the focus of the search (if relevant), as well as other fields within the Department, College, University, and external constituents. The search committee represents the eligible faculty in the search process. The Department Chair will provide to the search committee a clear and precise charge regarding the qualifications, characteristics, and academic rank to be sought in a faculty candidate. The Department Chair will appoint one member of the search committee to act as its Chair. Search committees should be appointed with consideration of the Department's commitment to all backgrounds.

Prior to any search, members of all search committees must undergo the trainings identified in the SHIFT Framework for faculty recruitment. In addition, all employees/faculty involved in the hiring and selection process must review and acknowledge the EEO Recruitment and Selection Guidelines in the BuckeyeLearn system. Search committee members must also undergo inclusive hiring practices training, and/or other requirements as required by the College as appropriate..

The SHIFT Framework serves as a centrally coordinated guideline and toolkit to support the entire process of faculty recruitment with clear engagement from all participating stakeholders involved in the faculty hiring process. This framework is intended to provide faculty engaged in search committees and staff providing support services with the tools and support needed to attract excellent applicant pools, conduct consistent and equitable evaluations, and successfully hire and properly onboard new faculty members who will continue our tradition of academic excellence. This framework consists of six phases, each targeting a specific stage of the recruitment process:

- "Phase 1 | Search Preparation & Proactive Recruitment" is the earliest stage in the search process. Key steps during this phase include determining faculty needs for the unit, creating a search strategy (including timeline), establishing a budget, and identifying additional partners to include in the process. The steps in this phase provide guidance on forming committees, detail training requirements for search committee members, and innovative approaches to advertising and outreach. This section also includes ideas and resources for developing qualified talent pools to ensure alignment with university and unit EEO goals and advance the eminence of the institution.
- "Phase 2 | Preliminary Review of Applicants" focuses on best practices for the application review and candidate screening processes. The guidelines and resources in this section support consistency andfairness in the review, assessment, and selection of candidates moving forward in the recruitment process. This section also outlines how to select a list of candidates for on-campus interviews.
- "Phase 3 | Finalists Interviews & Evaluations" provides guidance and tools for conducting interviews and campus visits, requesting reference letters (if not requested earlier in the application stage), and collecting feedback from everyone who interacted with the candidates. Adherence to the guidelines

outlined in this section has a direct impact on enhancing the candidate experience and ensuring a consistent evaluation process. This phase concludes with the submission of a letter from the search committee to the TIU chair/director.

- "Phase 4 | Extend Offer" provides guidance and resources related to effectively selecting the most qualified candidate(s) for the position(s) and successfully negotiating to result in an accepted offer.
- "Phase 5 | Preboard and Onboard" offers resources to help prepare and support new faculty as they transition to Ohio State. The suggestions in this phase focus on creating a seamless transition for incoming faculty and their partners/families, if applicable.
- "Phase 6 | Reflect and Assess the Search" is a process supported by OAA to reflect on the hiring cycle each year and evaluate areas that may need improvement and additional support.

After completion of virtual and/or on-campus interviews, the search committee meets to discuss each candidate. The search committee reviews the faculty evaluations and determines which candidates are acceptable and forwards this information to the Department Chair. In the event that more than one candidate achieves the level of support required to extend an offer, the Department Chair, in consultation with the Executive Associate Dean, makes a recommendation to the Dean regarding which candidate to approach first. The details of the offer, including compensation, are determined by the Department Chair, in consultation with the Dean or, as designated by the Dean, the Executive Associate Dean, who has final approval. All letters of offer must be coordinated with the College office of human resources. No offer will be extended in the event that the search process fails to yield one or more candidates who have the potential to enhance the quality of the Department's programs. The search may be either cancelled or continued, as appropriate to the circumstances.

If the offer involves conferring senior rank (Associate Professor, Professor), the committee of eligible faculty members vote on the appropriateness of the proposed rank. The candidate must be reviewed following the same procedures used for review for Departmental promotion and tenure for that rank, with the exception that a formal dossier is not required (a curriculum vitae may be substituted). While teaching evaluations are not required, the curriculum vitae or other documentation for those candidates being considered for appointments with a teaching expectation should provide adequate information to assess the level and quality of teaching activity. The Department Chair should communicate as early as possible to the Chair of the DPTSC of the potential need for a time-sensitive review for the recruitment process. A member of the DPTSC presents a standardized overview of the candidate to the COEF and following discussion the COEF must vote. If the offer involves prior service credit, the eligible faculty members vote on the appropriateness of such credit. The Chair of the DPTSC on behalf of the COEF reports a recommendation with the results of the COEF vote on the appropriateness of the proposed rank and service credit to the

Department Chair. The results of the vote and other documentation required for offers at senior rank are forwarded to the Dean and then to the Office of Academic Affairs. Appointment offers at the rank of Associate Professor, with or without tenure, or Professor and/or offers of prior service credit require prior approval of the Office of Academic Affairs.

The department will discuss the potential appointment of a candidate requiring sponsorship for permanent residence or nonimmigrant work-authorized status with the Office of International Affairs. An MOU must be signed by faculty eligible for tenured positions who are not U.S. citizens or nationals, permanent residents, asylees, or refugees..

2. Clinical Faculty

Searches for clinical faculty generally proceed identically as for tenure-track faculty, with the exception that the candidate's presentation during the virtual or on-campus interview may be on a topic related to clinical practice or teaching rather than scholarship.

A national search is required to ensure a pool of highly qualified candidates for all clinical faculty positions. Exceptions to a national search can be approved only by the Office of Academic Affairs.

The details of the offer, including compensation and the length of the initial contract, are determined by the Department Chair, in consultation with the Dean or, as designated by the Dean, the Executive Associate Dean, who has final approval. All letters of offer must be coordinated with the College's office of human resources.

3. Transfer from Tenure-Track

Transfer from tenure-track to clinical faculty may be considered if appropriate with the mission and programmatic needs of the College as well as the career goals of the faculty member. Tenure is lost upon transfer, and transfers must be approved by the Department Chair, the College Dean, and the executive vice president and provost.

The request for transfer must be initiated by the faculty member in writing and must state clearly how the individual's career goals and activities have changed.

Transfers from a clinical appointment and from a research appointment to the tenure-track are not permitted. Clinical faculty members and research faculty members may apply for tenure-track positions and compete in regular national searches for such positions.

4. Associated Faculty

The appointment of compensated associated faculty members follows a formal search following the SHIFT Framework, which includes a job posting in Workday (see Section IV.B above) and candidate interviews. The appointment is then decided by the Department Chair based on recommendation from the search committee. The review and reappointment of all compensated associated faculty are determined by the Department Chair, in consultation with the Dean or, as designated by the Dean, the Executive Associate Dean, who has final approval. All letters of offer must be coordinated with the College's Office of Human Resources.

a. Clinical Practice Faculty

In the College of Veterinary Medicine, the responsibility for appointment recommendations of clinical practice candidates is charged to the search committee who provides recommendations to the Department Chair.

Searches for clinical practice faculty generally proceed identically as for clinical faculty. If a seminar is desired by the search committee, the candidate's presentation will be on a topic related to clinical practice.

Clinical Practice Faculty appointments may be made for a period of one to three years. Clinical Practice Faculty shall undergo a review by the eligible faculty starting in the third year of employment, using a similar timeline as reviews for five-year contracts (clinical faculty) and fourth year reviews (tenure-track faculty), to help position them for career progression and promotion.

b. All Other Associated Faculty

Appointment and reappointment of uncompensated adjunct or visiting faculty may be proposed by any faculty member in the Department. Such proposals are considered by the Department Chair and the DPTSC. If approved by the DPTSC and Executive Associate Dean in consultation with the Dean, the Department Chair extends an offer.

Associated appointments generally are made for a period of one year unless a shorter period is appropriate to the circumstances. However, adjunct faculty positions may be approved for up to three years with an annual review to determine continued need for contribution to our mission area. If there is not a continued need or contribution, then adjunct status will be removed.

Visiting appointments may be made for one term of up to three years or on an annual basis for up to three consecutive years at 100% FTE.

Lecturer and senior lecturer appointments are made on an annual basis and rarely semester by semester. After the initial appointment, and if the Department's curricular needs warrant it, a multiple-year appointment may be offered.

All associated appointments expire at the end of the appointment term and must be formally renewed to be continued.

5. Courtesy Appointments for Faculty

Any faculty member may propose a 0% FTE (courtesy) appointment for a faculty member from another department at The Ohio State University. A written proposal that describes the uncompensated academic service to the Department is provided to the Department Chair. The Chair will forward the proposal to the DPTSC. If the proposal is approved by the DPTSC and the Chair, the appointment, review, and reappointment of all courtesy appointments must be approved by the Dean or as designated by the Dean, the Executive Associate Dean, who has final approval. The Department Chair extends an offer of appointment. In consultation with the Dean or the Executive Associate Dean, the Department Chair reviews all courtesy appointments annually to determine their continued justification and takes recommendations for renewal before the faculty for consideration.

V. Annual Performance and Merit Review Procedures

The Department follows the requirements for annual performance and merit reviews as set forth in the Policy on Faculty Annual Review and Reappointment, which stipulates that such reviews must include a scheduled opportunity for a face-to-face meeting as well as a written assessment. According to the policy, the purposes of the review are to:

- Assist faculty in improving professional productivity through candid and constructive feedback and through the establishment of professional development plans;
- Establish the goals against which a faculty member's performance will be assessed in the foreseeable future; and
- Document faculty performance in the achievement of stated goals to determine salary increases and other resource allocations, progress toward promotion, and, in the event of poor performance, the need for remedial steps.

Faculty are evaluated at least annually for progression in the promotion and/or tenure process, for compensation increases, and to update their job responsibilities and distribution of effort. The annual performance and merit review of a faculty member will be performed by the department chair and may include input from the vice chair. The annual review is the primary time to adjust responsibilities and expectations based upon

performance and Departmental, VMC and College needs. The annual review serves as the basis for annual merit salary recommendations.

- Depending on a faculty member's appointment type, the review is based on assessment of the faculty member's accomplishments in the context of their job description as articulated in the letter of offer and modified in subsequent annual review letters and/or other appropriate written documents; on expected performance in teaching, scholarship, and/or service as set forth in the department's guidelines on faculty duties, responsibilities, and workload; on any additional assignments and goals specific to the individual; and on progress toward promotion where relevant.
- The review of faculty with budgeted joint appointments must include input from the joint appointment TIU head for every annual evaluation cycle. The input should be in the form of a narrative commenting on faculty duties, responsibilities, and workload; on any additional assignments; and on goals specific to the individual in the joint unit.
- Meritorious performance in teaching, scholarship, and service is assessed in accordance with the same criteria that form the basis for promotion decisions.
- Annual performance and merit reviews must include a scheduled opportunity for a face-to-face meeting as well as a written assessment.
- Per Faculty Rule 3335-3-35, the Department Chair will include a reminder in annual review letters that all faculty have the right (per Faculty Rule 3335-5-04) to view their primary personnel file and to provide written comment on any material therein for inclusion in the file.

It is the faculty member's responsibility to contact a member of the Departmental administrative staff to schedule their annual review meeting with the Department Chair or, as designated by the Department Chair, or Vice Chair. The staff member will coordinate the date, time and location of the meeting with the faculty member, and, in the case of probationary faculty, the service head, Chair of the faculty member's mentoring committee or their dossier coach, may also attend the annual review meeting if so desired by the faculty member.

A. Documentation

The annual performance review of every faculty member requires that all documentation described below, be submitted to the Department Chair by the specified Departmental deadline *(typically the end of January each year)*. Preparation of this documentation is facilitated by the Office of Academic Affairs dossier outline; the dossier is required for probationary faculty and all faculty wishing to be considered for promotion.

- Required for probationary faculty and those at the rank of assistant or associate professor (tenure-track, clinical, or clinical practice)
  - Office of Academic Affairs dossier outline; see the OAA *Policies and Procedures Handbook*, Volume 3

- Required for Professors
    - Updated CV or Dossier
- Required for all faculty
    - Updated faculty annual report for the previous calendar year (or specified period, but at minimum, the previous 12 months or calendar year)
    - Copies of student SEI tables. (See Section IX: A and B)
    - Copies of peer evaluation of teaching for the review period
    - Section head evaluation of clinical performance

Other documentation for the annual performance and merit review will be the same as that for consideration for promotion and/or tenure. That documentation is described in Section VI of this document.

There is flexibility on the part of the Department regarding the period covered by the documentation but will, at minimum, cover the previous 12 months or previous calendar year. Addition of new material may be considered as part of the Annual Review process.

Under no circumstances should faculty solicit evaluations from any party for purposes of the annual review, as such solicitation places its recipient in an awkward position and produces a result that is unlikely to be candid.

B. Probationary Tenure-Track Faculty

Prior to the annual review, the DARC (composed of the same faculty members as the DPTSC; see Section III.B) or a subcommittee of the DARC will review documentation (dossier, SEI's, peer evaluations, prior year's annual review letter and summary) submitted by probationary faculty members. The probationary faculty will also meet with the DARC or DARC subcommittee to present a standardized summary of the past year's activities. Eligible members of the DARC or DARC subcommittee will vote on the renewal of probationary faculty members. The dossier coach for the probationary faculty member will draft a letter to be reviewed by the DARC or DARC subcommittee, signed by the Chair of the DARC and POD submitted to the Department Chair or, as designated by the Department Chair, a Vice Chair, summarizing the strengths and weaknesses and recommendations of the members of the committee and the results of the vote for reappointment. In addition, in the fourth year, the Fourth-Year Review Process is required of all probationary tenure-track faculty (see below).

Every probationary tenure-track faculty member is reviewed annually by the Department Chair or as designated by the Department Chair, a Vice Chair, who meets with the faculty member to discuss performance, future plans and goals. The Department Chair prepares a written evaluation that includes a recommendation on whether or not to renew the probationary appointment.

If the Department Chair and the DARC recommend renewal of the appointment, this recommendation is final. The Department Chair's annual review letter to the faculty member renews the probationary appointment for another year and includes content on future plans and goals. The faculty member may provide written comments on the review. The Department Chair's letter (along with the faculty member's comments, if received) is forwarded to the Dean of the College. In addition, the annual review letter becomes part of the cumulative dossier for promotion and tenure (along with the faculty member's comments, if the faculty member so chooses).

If either the Department Chair or DARC recommends nonrenewal, the Fourth-Year Review process (per Faculty Rule 3335-6-03) is invoked. After the faculty member has had a chance to comment on the review, the complete dossier is forwarded to the College for review, and the Dean makes the final decision on renewal or nonrenewal of the probationary appointment.

Probationary periods are established for tenure-track faculty members. During a probationary period, a faculty member does not have tenure and is considered for reappointment annually. See Faculty Rule 3335-6-03 for additional information.

1. Fourth-Year Review

During the fourth year of the probationary period the annual review follows the same procedures as the mandatory tenure review, with the exception that external evaluations are optional, and the Dean (not the Department Chair) makes the final decision regarding renewal or nonrenewal of the probationary appointment.

External evaluations are only solicited when either the Department Chair or the eligible faculty determine that they are necessary to conduct the Fourth-Year Review. This may occur when the candidate's scholarship is in an emergent field, is interdisciplinary, or the eligible faculty do not feel otherwise capable of evaluating the scholarship without outside input.

The COEF conducts a review of the candidate, aided by the Dossier Coach, who presents a summary prepared by the candidate of the candidate's dossier, SEIs and other relevant materials during the meeting of the COEF. The presenter should not act as an advocate for the candidate but rather should provide a fair, complete, and non-judgmental overview of the candidate's activities and contributions. On completion of discussion of the candidate, the eligible faculty members vote by written or electronic ballot on whether to renew the probationary appointment. The COEF forwards a record of the vote and a written performance review to the Department Chair. The Department Chair conducts an independent assessment of the performance and prepares a written evaluation that includes a recommendation on whether to renew the probationary appointment. At the

conclusion of the Department review, the formal comments process (per Faculty Rule 3335-6-04) is followed and the case is forwarded to the College for review, regardless of whether the Department Chair recommends renewal or nonrenewal.

2. Extension of the Tenure Clock

Faculty Rule 3335-6-03 (section D) sets forth the conditions under which a probationary tenure-track faculty member may extend the probationary period. A faculty member remains on duty regardless of extensions or reductions to the probationary period, and annual reviews are conducted in every probationary year regardless of time extended or reduced. Approved extensions or reductions do not limit the department's right to recommend nonrenewal of an appointment during an annual review.

C. Tenured Faculty

Associate professors and professors are reviewed annually by the Department Chair or as designated by the Department Chair, a Vice Chair. The faculty member is responsible for preparing and submitting the required documents for the annual review in a timely manner. The Department Chair conducts an independent assessment, meets with the faculty member to discuss the faculty member's performance and future plans and goals, and prepares a written evaluation. The faculty member may provide written comments on the review.

The annual review of professors is based on the documents submitted for the past year and on evaluation of their sustained excellent in discovery and scholarship, teaching and mentoring, clinical and administrative service in the department. Professors are expected to be role models in their academic work, interaction with colleagues and students, and in the recruitment and retention of junior colleagues. As the highest-ranking members of the faculty, the expectations for academic leadership and mentoring for professors exceed those for all other members of the faculty.

For faculty with administrative roles, the impact of that role and other assignments will be considered in the annual review. The primary supervisor (e.g., Department Chair or Chair's designee) prepares a written evaluation of performance against these expectations. The faculty member may provide written comments on the review.

D. Clinical Faculty

The initial appointment of all clinical faculty with the exception of Instructors, is probationary regardless of academic rank at hire. For clinical faculty hired at senior rank, DARC review will only occur in the first year. The annual review process for clinical probationary and non-probationary clinical faculty is similar

to that for tenure-track probationary and tenured faculty respectively and includes, for probationary faculty, a review in the penultimate contract year by the DPTSC and COEF.

No later than the beginning of a faculty member's penultimate year of an initial appointment term, the individual must undergo a review so that the unit may determine whether it is appropriate to renew that individual's appointment for a new appointment term. The review will follow the same procedures as a review for tenure-track faculty as set forth in Faculty Rules 3335-6-03 and 3335-6-04. Review procedures and eligible faculty are defined in Section III.A. External letters are not solicited. There is no presumption of renewal of contract.

Positive decisions to reappoint clinical faculty will be approved by OAA without review and forwarded to the Board of Trustees (BOT) for final approval. Upon approval by the BOT, the clinical faculty member is no longer probationary.

For faculty in their second and subsequent appointment term, the individual must be informed as to whether a new appointment will be extended by the end of the penultimate year of each appointment period. A faculty member not being renewed must be informed according to the relevant standards of notice set forth in Faculty Rule 3335-6-08.

An initial decision from the Department Chair to not reappoint the faculty member to another term requires a review by the eligible faculty.

If the initial decision from the Department Chair is to reappoint the faculty member to another term, that decision will be final pending approval by the Dean.

There is no presumption of renewal of appointment.

E. Associated Faculty

1. Clinical Practice Faculty

The annual performance and merit review process for clinical practice faculty is similar to that for tenure-track and clinical faculty excepting that there is no penultimate year review. Clinical practice faculty in their initial appointment and each subsequent year must be reviewed before reappointment. The Department Chair or, as designated by the Department Chair, a Vice Chair, prepares a written evaluation and meets with the faculty member to discuss the faculty member's performance, future plans, and goals. The Department Chair's recommendation on renewal of the appointment is final. If the recommendation is to renew, the Department Chair may extend a single or multiple year appointment.

To encourage a pathway for career progression and promotion, clinical practice faculty on a year-by-year or multiple year contract shall undergo a review by the

eligible faculty in autumn semester of their third year. This review will follow the same general procedures and similar timeline as a fourth-year review for tenure-track faculty and penultimate review for probationary clinical faculty. Eligible faculty are defined in Section III. External letters are not solicited. There is no presumption of current or future renewal of contract.

2. All Other Associated Faculty

All other compensated associated faculty members in their initial appointment must be reviewed before reappointment. The Department Chair, or, as designated by the Department Chair, a Vice Chair, prepares a written evaluation and meets with the faculty member to discuss the faculty member's performance, future plans, and goals. The Department Chair's recommendation on renewal of the appointment is final. If the recommendation is to renew, the Department Chair may extend a multiple year appointment.

All other compensated associated faculty members at the rank of assistant professor and above on a multiple year appointment are reviewed annually by the Department Chair, or designee. The Department Chair, or designee, prepares a written evaluation and meets with the faculty member to discuss the faculty member's performance, future plans, and goals. No later than October 15 of the final year of the appointment, the Department Chair will decide whether or not to reappoint. The Department Chair's recommendation on reappointment is final.

F. Salary Recommendations

Except when the University dictates any type of across-the-board salary increase, all funds for annual salary increases are directed toward rewarding meritorious performance and assuring, to the extent possible given financial constraints, that salaries are internally equitable.

On occasion, one-time cash payments or other rewards, such as additional travel funds, are made to recognize singular contributions that justify reward but do not justify permanent salary increases. Such payments or rewards are considered at the time of annual salary recommendations.

Meritorious performance in teaching, research, clinical practice, extension/outreach, and administrative service are assessed in accordance with the same criteria that form the basis for promotion decisions. Faculty with high quality performance in all areas of assigned distribution of effort and a pattern of consistent professional growth will be favored. Faculty members whose performance is unsatisfactory in one or more areas are likely to receive minimal or no salary increases.

Professional and collegial behavior will be assessed across all areas/categories and how this positively or negatively impacts contributions to the program and

the working and learning environments. Collegial, cooperative and professional interactions and behaviors can enhance programmatic contributions and working and learning environments, whereas inappropriate, disruptive, unprofessional, non-collegial or similar behaviors can offset or overshadow academic accomplishments and contributions. Thus, professional or unprofessional behavior can affect merit-based salary increases in a positive or negative manner, respectively. Collegiality may not be used as a fourth criterion for evaluation of performance; rather, faculty members are expected to behave in ways that ensure a supportive environment that fosters excellence in teaching, research and patient care.

Faculty who fail to submit the required documentation for an annual review (see Section V.A above) at the required time may receive no salary increase in the year for which documentation was not provided, except in extenuating circumstances, and may not expect to recoup the foregone raise later.

The Department Chair recommends annual salary increases and other performance rewards to the Dean or, as designated by the Dean, the Executive Associate Dean, who may modify these recommendations with input from the director of the Veterinary Medical Center and Associate Deans. The recommendations of the Chair may be modified based on this review and on consideration of salary parity within the College. Salary increases may be formulated in dollar amounts or percentage increases, provided they are determined in a fair and consistent manner each year. Salary increases also may be impacted by equity issues related to salary compression or expansion among individual groups of faculty. The goal is distribution of available funds in a manner that achieves optimal salary distribution within the College. The Department Chair should proactively engage in an annual equity audit of faculty salaries to ensure that they are commensurate both within the department and across the field or fields represented in the department. As a general approach to formulating salary recommendations, the Department Chair divides faculty into at least four groups based on continuing productivity (high, average, low, and no salary increase) and considers market and internal equity issues as appropriate.

Merit salary increases and other rewards will be made consistent with relevant policies, procedures, practices, and standards established by: (1) the College, (2) the Faculty Rules, (3) the Office of Academic Affairs, and (4) the Office of Human Resources.

Faculty members who wish to discuss their salary increase with the Department Chair should be prepared to explain how their salary (rather than the increase) is inappropriately low, because increases are solely a means to the end of an optimal distribution of salaries. Faculty wishing to appeal their salary may follow the standard appeal process described under Salary Grievances in the Department's Pattern of Administration (see Section XV.A).

VI. Promotion and Tenure and Promotion Reviews

Faculty Rule 3335-6-02 provides the following context for promotion and tenure and promotion reviews:

> *In evaluating the candidate's qualifications in teaching, scholarship, and service, reasonable flexibility shall be exercised, balancing, where the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another. In addition, as the University enters new fields of endeavor, including interdisciplinary endeavors, and places new emphases on its continuing activities, instances will arise in which the proper work of faculty members may depart from established academic patterns. In such cases, care must be taken to apply the criteria with sufficient flexibility. In all instances, superior intellectual attainment, in accordance with the criteria set forth in these rules, is an essential qualification for promotion to tenured positions. Clearly, insistence upon this standard for continuing members of the faculty is necessary for maintenance and enhancement of the quality of the University as an institution dedicated to the discovery and transmission of knowledge.*

College Principles

The College of Veterinary Medicine adheres to these principles in every respect. Additionally:

Categories of Criteria: The Department includes evaluation of qualifications in clinical practice and extension/outreach such that the Department has six sets of criteria to be assessed for promotion and tenure, and for promotion dependent on the candidate's appointment and responsibilities:

- Teaching
- Research
- Clinical practice
- Extension/outreach
- Administrative service
- Scholarship. While research and scholarship are integrally linked, the Department also acknowledges a branch of scholarship independent from research (e.g., publication of textbooks and case reports as well as the scholarship of teaching). The type, quantity, and quality indicators of faculty member's scholarly contribution will vary dependent on their appointment and assigned responsibilities.

Mission and Roles: As the faculty of the Department comprise a broad array of professional disciplines with variability in appointment and responsibilities to the Department, College and University, the evaluation process must consider:

- Criteria that encompass the variability in the appointment and responsibilities of tenure-track and clinical faculty.

- Expectations and examples of evidence that allow sufficient flexibility in meeting the Department's criteria for success.
- Assessment guidelines that are proportional to the time and effort distribution assigned to each faculty member.

In this Department, academic achievement is judged in the context of the mission of the Department and the expectations for distribution of effort that have been specifically recorded by the Chair in the letter of offer and subsequently the annual review letters or other documents. At the tenure review or reappointment, candidates are expected to demonstrate excellence in teaching; clinical practice (if assigned); research/scholarship (dependent upon appointment, tenure-track or clinical, and percentage distribution of effort); outreach; administrative service to the Department, College or University; and professional service to the VMC.

Professional Ethics and Collegiality: Excellence in teaching, research, clinical practice, extension/outreach, and administrative service are moreover defined to include professional ethical conduct in each area of responsibility, consistent with the American Association of University Professors' Statement on Professional Ethics.

Collegiality, civility, mutual support, and respect for others are strongly held values in the College of Veterinary Medicine. The Department supports diverse beliefs and the free exchange of ideas and expects that faculty, staff, and students promote these values and apply them in a professional manner in all academic endeavors. The Department is committed to evaluating the practice of these values as part of all performance evaluations. In all aspects of their work, faculty members are expected to demonstrate collegial, civil, responsible and respectful behavior toward peers, staff, students, referring veterinarians, and clients. Faculty members are encouraged to establish and maintain a rapport with their colleagues. Both personal accomplishments and involvement as a team member are essential for excellence in teaching and mentoring, research, patient management, extension, outreach, and/or administrative service.

Each faculty member contributes indirectly to Department productivity by positively influencing the productivity of other faculty. This synergism may include positive interactions in team teaching, clinical work, mentoring, research collaboration, co-authorship of publications, sharing of innovative ideas in committee meetings, community and industry outreach, and other cooperative efforts that advance the missions of the Department, College and University. It is important that all faculty work toward establishing and maintaining a team culture and an enriching and diverse intellectual working and learning environment.

Faculty members are expected to contribute to the quality of academic life by participation in Department governance and administrative service activities. The Department values enthusiasm, innovation, creativity intellectual diversity, and open-mindedness. The Department is committed to academic freedom and

encourages free expression. Faculty should be open to new ideas and respectful of the ideas and opinions of others.

Mentoring junior faculty and trainees is considered a vital part of the role of each faculty member. Faculty members are expected to actively participate in and meaningfully contribute to the professional development of junior faculty and trainees through a commitment to effective mentorship. Faculty are expected to actively promote an excellent and enriching working and learning environment through collegiality, civility, openness to diverse ideas and opinions, and mentoring. Mentoring of other faculty by faculty members is regarded as administrative service to the Department and College.

A. Criteria and Evidence that Support Promotion (see also the Appendix)

1. Tenure Track Faculty

a. Promotion to Associate Professor with Tenure

Faculty Rule 3335-6-02, provides the following general criteria for promotion to associate professor with tenure:

The awarding of tenure and promotion to the rank of associate professor must be based on convincing evidence that the faculty member has achieved excellence as a teacher, as a scholar, and as one who provides effective service; and can be expected to continue a program of high-quality teaching, scholarship, and service relevant to the mission of the academic unit(s) to which the faculty member is assigned and to the University.

Tenure is not awarded below the rank of associate professor at The Ohio State University.

The award of tenure is an acknowledgement of excellence and future potential for preeminence. It is therefore essential to evaluate and judge the probability that faculty, once tenured, will continue to develop professionally and contribute to the Department's academic mission at a high level for the duration of their time at the University.

Every candidate is held to a high standard of excellence in all aspects of performance within the faculty member’s appointment and responsibilities. Accepting weakness in any aspect of performance in making a promotion decision is tantamount to deliberately handicapping the college's ability to perform and to progress academically. Above all, candidates are held to a high standard of excellence in the areas central to their responsibilities. A mediocre performance in an area of primary responsibility would not be adequately

counterbalanced by excellent performance in another aspect that is a significantly smaller part of the individual's responsibilities.

Every candidate must meet Departmental expectations in all aspects of performance, as defined for each faculty member in their letter of offer or subsequent annual review letters from the Department Chair. When making a tenure decision, accepting performance that does not meet expectations in any aspect of a faculty member's job is tantamount to deliberately handicapping the Department's ability to progress academically. Above all, candidates are held to a high standard of excellence in the areas central to their responsibilities. If a candidate's primary role is and will continue to be teaching professional students, then excellence in teaching professional students is required. A mediocre performance in this area would not be adequately counterbalanced by excellent performance in another aspect of the job that is a significantly smaller part of the individual's responsibilities.

The accomplishments listed below in the areas of teaching, research, clinical practice, extension/outreach, and administrative service are expected, for those with appointments and responsibilities in these areas, of faculty for promotion to associate professor with tenure. In the evaluation of untenured associate professors for tenure, the same criteria apply, along with any others established in writing at the time a senior rank appointment without tenure was offered.

Research and Scholarship

For promotion to associate professor with tenure, a faculty member is expected to have produced and disseminated a body of work in high quality peer reviewed venues. Scholarship serves to build the reputation of individual faculty and CVM and is evaluated according to its specific nature during annual review. Scholarship is defined as the dissemination of knowledge and includes book chapters, books, reviews, case reports, proceedings papers, research papers, published extension and teaching materials, among others. The area of focus will vary dependent on appointment and assigned responsibilities.

RESEARCH and SCHOLARHIP	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Produced and disseminated a body of work in high-quality peer-reviewed venues. Quality, quantity, and impact are the attributes considered. Developed local and national reputation for excellence among peers in the candidate's field.	• Published a thematically focused body of research/scholarship work in high-quality peer-reviewed journals that contributed substantially to knowledge in the area of focus and has begun a favorably cited or otherwise showed evidence of influence on the work of others. • Published in scientific journals judged to be of high quality by the Department. ○ All publications contribute to the candidate's body of work; however,

	primary authorship of original research articles in high-quality peer-reviewed (refereed) journals has been emphasized as the highest priority. Faculty members should have manuscripts of this type demonstrating their own independent work. ▪ Second authorship of papers behind a house officer/graduate student is considered to be "first co-author" provided that the faculty member's percent contribution supports this assessment. The Department recognizes that some peer-reviewed journals follow the convention of listing the senior author last. These publications can be considered of equivalent merit to first co-author publications provided that the faculty member's percent contributions supports this assessment. o Journals whose emphasis is predominantly or exclusively continuing education for practicing veterinarians, or the general public are usually not acceptable. o Presentation of abstracts at scientific meetings, although expected for dissemination of new information, does not replace the requirement for publication. o Books, book chapters, non-referred articles, proceedings, and other written works are a lower priority than peer-reviewed scientific articles for probationary tenure-track faculty. • As evidenced by external evaluations, invitations to present at recognized prestigious forums, invitations to review research papers and grant proposals, and a beginning trend of favorable citations in other researchers' publications. • For faculty with varying percent distribution of effort for clinical teaching and practice, and classroom teaching, the expectation for first author and co-author publications will be adjusted proportionately. See the College's Research Metrics Guidelines for

	more specific details on expectations related to scholarly effort.
Developed a national reputation for excellence in a focused area of research.	• Documented by external peer evaluations, invitations to present at recognized prestigious forums, service on review boards of scientific journals and funding agencies, and a beginning trend of favorable citations in scientific peer-reviewed publications. Reputation should be considered in light of the percentage of effort assigned to research with research-intensive faculty held to higher standards. A reputation based on quality of research contributions is distinguished from one primarily based on familiarity through frequent attendance at national and international conferences.
Published in high-quality, peer-reviewed journals.	• Published in high-quality, peer-reviewed journals a thematically focused endeavor that is beginning to show evidence of influence on the work of others. The quality, impact, and quantity of work should be considered. Books, book chapters, non-refereed articles, proceedings papers and other written works are of lower priority for probationary tenure-track faculty than are peer-reviewed scientific articles.
Demonstrated ability to obtain and potential to sustain research program funding.	• Extramural funding is required for research. • Funding of competitive extramural peer-reviewed grant proposals is weighted more favorably than other types of funding because it serves as a quality indicator of research programs.
While collaborative work is encouraged and essential to many types of inquiry, the candidate's intellectual contributions to collaborative work must be clearly defined. • Collaborative research, in the absence of an independent extramurally funded research program, is considered insufficient for research intensive faculty.	
Demonstrated a high degree of ethics in the conduct of research	• Full and timely adherence to all regulations relevant to the research program, and ethical treatment of graduate students and collaborators.

Scholarship of Teaching

The Department recognizes the scholarship of teaching. A faculty member may elect to pursue excellence in the scholarship of teaching as their area of scholarly emphasis. Recognition as a teaching scholar will require accomplishments in teaching and pedagogy well beyond those expected of most other faculty members. Accomplishments in the scholarship of teaching can be an important consideration in decisions on merit salary increases and on tenure and promotion for faculty who choose to emphasize this area.

SCHOLARSHIP OF TEACHING	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Provided compelling evidence that the work is authoritative and has major influence on teaching veterinary medicine.	• Outstanding activities regarding the scholarship of teaching with subsequent publication of manuscripts related to development, implementation, and outcome assessment of reviewed education journals will be recognized as valued contributions.

Teaching

For promotion to associate professor with tenure, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

TEACHING	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Provided up-to-date content at an appropriate level and demonstrated continued growth in subject matter knowledge. Demonstrated ability to organize and present class material effectively with logic and conviction. Demonstrated competence in the use of various modes of instruction, classroom technology, and other teaching strategies to create an optimal learning environment.	• Peer evaluations for review of instruction • Actively engaged students in the learning process and encouraged independent thinking, intellectual curiosity, and appreciation of the role of scientific inquiry in the discovery of new knowledge. • Provided appropriate and timely feedback to students throughout the instructional process. • Improved curriculum through revision of existing and/or creation of new courses or academic programs • Served as advisor to an appropriate number of graduate students according to the Department's mission in graduate education. • Engaged in documentable efforts to improve teaching.

The Department evaluates quality and quantity of teaching effort based on the terms of the faculty member's appointment. A documented record of effective teaching is required of all faculty members and is composed of student and peer evaluations of classroom and clinical teaching, which should be included in the dossier.

Graduate student advisors mentor graduate students in their research and all other aspects of the degree program. All probationary tenure-track faculty

members are expected to serve on graduate committees prior to promotion and tenure. The Department is unique in that faculty members may serve in two roles for house-officer/graduate students: research advisor and/or mentor of clinical training. The Department recognizes the contribution of faculty members to both house-officer mentorship and graduate student advising.

Clinical Practice

For promotion to associate professor with tenure, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

CLINICAL PRACTICE	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence of:

Demonstrated excellent clinical skills and commitment to clinical medicine.	• High quality patient care and/or
	• Clinical support services
	  • Documentation from referring veterinarians of excellence of service that fosters case referrals.
	  • Input from the director of the VMC.
	  • Documentation from clients
	  • Number of consultations performed annually by phone or email.
	  • The input of the director of the VMC on these issues will be solicited.

Administrative Service

For promotion to associate professor with tenure, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

ADMINISTRATIVE SERVICE	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Contributed substantially to administrative service. Membership in a committee at the Department, VMC, College, or University level is expected. Demonstrated the potential for useful contributions to the profession.	• Served on departmental committees and participated in governance of the Department and College in a collegial manner that facilitated positive contributions by others and advancement of the College. • Actively participated in and contributed to committees, task forces, or other activities, including meeting obligations, responsibilities, and timelines, rather than just being a member of such groups. • Contributed service to professional organizations and outreach activities.

The Department evaluates the quality and quantity of effort in administrative service in the context of the faculty member's overall distribution of effort. Membership in a committee at the Department, VMC, College or University level is expected. Active participation and contribution to committees, task forces or other activities are important, including meeting obligations, responsibilities and timelines, rather than just being a member of such groups. Heavy administrative commitments are inappropriate for probationary tenure-track faculty and are discouraged by the Department. Probationary faculty should seek guidance from their service head, mentoring committee and Department Chair before accepting administrative/service commitments.

b. Promotion to Professor with Tenure

Faculty Rule 3335-6-02 provides the following general criteria for promotion to professor:

> *Promotion to the rank of professor must be based on convincing evidence that the faculty member has a sustained record of excellence in teaching; has produced a significant body of scholarship that is recognized nationally or internationally; and has demonstrated leadership in service.*

The success of the College depends on the collective skills and accomplishments of its faculty. Promotion to professor recognizes a record of sustained distinguished accomplishments and is not based on seniority alone. The specific criteria in teaching, scholarship, and service for promotion to professor are similar to those for promotion to associate professor with tenure with the added expectation of sustained accomplishment and quality of contributions, a record of continuing professional growth, and evidence of established national or international reputation in the field.

The requirements for promotion to professor will vary depending on the candidate's position description and distribution of effort and care must be taken to apply criteria for promotion to professor with sufficient flexibility. A variety of paths to the rank of professor benefits both the individual faculty member and the Department as a whole and may include sustained accomplishment and a national/international reputation in teaching, research, clinical practice, extension/outreach, and/or administrative service.

In evaluating a candidate's qualifications in teaching, research, clinical practice, and/or administrative service, the Department strives to balance heavier commitments and responsibilities in one area with lighter commitments and responsibilities in other areas. The individual seeking promotion should be assessed in relation to assigned responsibilities and alignment and proportional to their distribution of time and effort to such activities; however, promotion to the rank of professor must be based on convincing evidence that the faculty

member has a record of sustained accomplishment and increasing quality of contributions, a record of continuing professional growth, and evidence of established national and international reputation in the field. Additionally, for promotion to professor, a faculty member is expected to be a role model for junior faculty, students, and members of the profession in general.

It is recognized that all faculty members will not all be able to contribute excellence in all evaluation dimensions and that there is a multifaceted institutional responsibility that must be achieved by the skills of faculty collectively. It is noted that impact can be made in all three areas of our professional commitment: scholarship, teaching and service. As such, the awarding of the status of Professor should be available not only to those faculty members who have demonstrated impact in their scholarship, but to also those who have made visible and demonstrably outstanding contribution to the teaching and service missions of The Ohio State University. Thus, there is more than one path to promotion to Professor.

Research and Scholarship
For promotion to professor, a faculty member is expected to have accomplished some or all of the following:

RESEARCH and SCHOLARSHIP	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Publish a connected series of first-author, first co-author, or senior author manuscripts reflecting a cohesive approach to related questions relevant to the investigator's research focus or clinical specialty. The dossier should demonstrate that the faculty member's leadership is the motivating force behind the body of work.	• Sustained, focused, high-quality scholarly activity in the form of publications in peer-reviewed scientific journals. Journals whose emphasis in predominantly or exclusively continuing education for practicing veterinarians, or the general public are usually not acceptable. Some but not the majority of these publications may be review articles. • Served as an author on collaborative publications (second author or greater) in highly regarded peer-reviewed journals. • Other scholarly publications such as textbook chapters and proceedings are of secondary importance and should not be the scholarly focus of the candidate.
Consistent efforts in obtaining intramural or extramural funding in a focused area.	• Obtained extramurally and intramurally funded grants as a principal investigator. The record of publications should demonstrate successful completion of these funded projects. The total body of work and evidence of sustained research activity are desirable. • Served as primary adviser for a graduate student(s)who has/have completed their graduate program(s) (MS or PhD) and have participated as a member of graduate committees. Faculty members with "P" status should have a record of serving as the graduate school representative at dissertation defense examinations.

Teaching
For promotion to professor, a faculty member is expected to have accomplished some or all of the following:

TEACHING	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Provided an active program for, and an environment conducive to the academic development of graduate students and young faculty members. Successful mentoring of young scientists, other educators, and clinicians is important to support the mission of the department.	• Trained residents who have demonstrably contributed to their chosen fields, assumed positions of responsibility in the profession, and have therefore contributed to the national and international reputation of their mentors and The Ohio State University. • Contributed to the training of graduate students whose work has had impact on and made a difference to the profession. • Mentored other faculty members, contributing to their academic productivity and career advancement.

Actively engaged in the teaching curriculum
 	
Developed unique innovative teaching tools.
	• Taught a substantial number of lectures and laboratories annually in the professional and/or graduate curriculum.
	• Served as a Team Leader in one or more core courses, providing leadership that advances the quality of the course and the curriculum.
	• Provided excellent teaching in the clinical setting, and is a positive role model for students, interns, and residents in clinics.
	  ○ Examples of unique and innovative teaching tools. Templates for course materials such as syllabi.
	  ○ Illustrations, videos, and demonstrations that clarify material and engage students in active learning.
	  ○ E-learning and digital media experiences that engage students and stimulate deeper learning.
	  ○ Contributed to and participated in courses on teaching.
	  ○ Won or nominated for teaching awards.
	• A documented record of effective didactic and clinical teaching composed of evaluations of both clinical and classroom teaching.
	• Should they choose to have one, a teaching portfolio can serve to demonstrate the depth and breadth of teaching materials developed by the faculty member, as well as describe innovative teaching composed of evaluations of both clinical and classroom teaching.
	• Served on the Post Professional Education Committee, Teachers' Committees, Council on Education, and/or other teaching committees.
	• Written an authoritative widely accepted textbook(s), book chapters in such texts, and/or published peer-

	reviewed papers that contribute to the scholarship of teaching.
	• Recognized nationally and internationally as an authority in their field.
	  ○ Contributions to continuing education at local, state, regional, national, and international events known for their high quality.
	  ○ Invitations to teach in other academic programs

Clinical Practice

For promotion to professor, a faculty member is expected to have accomplished some or all of the following:

CLINICAL PRACTICE	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit:
Demonstrated excellent clinical skills and commitment to clinical medicine.	• Documentation from referring veterinarians of excellence of service that fosters case referrals. • External peer assessments of clinical abilities and reputation. • Input from the director of the VMC.
Demonstrated leadership in supporting the mission of the VMC with excellent service to referring veterinarians and clients and outreach to the state of Ohio.	• Documentation from referring veterinarians. • Documentation from clients • Number of consultations performed annually by phone or email.
Demonstrated the ability to manage all duties that are essential for the efficient function of the VMC.	• The input of the director of the VMC on these issues will be solicited.
Been recognized locally, nationally, and internationally for excellent clinical skills.	• Documentation of requests for consultations from veterinarians elsewhere in the USA and/or abroad. • Evidence of invited speaking engagements. • Authored textbook chapters.

Administrative Service

For promotion to professor, a faculty member is expected to have accomplished some or all of the following:

ADMINISTRATIVE SERVICE	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Contributed substantially to service.	• Served in a prominent administrative role in the Department, VMC, and/or College.
Demonstrated leadership in service roles, both within and external to the University.	• Service to professional societies. • Public service.

	• Served on Departmental, VMC, College, University, or external committees since promotion to Associate Professor. • Chaired a standing committee(s) of the Department, VMC, College or University.

2. Clinical Faculty

a. Promotion to Assistant Clinical Professor

For promotion to assistant clinical professor, a faculty member is expected to have a DVM degree or equivalent. Where relevant for the clinical area, a faculty member is expected to have completed specialty training with advancement toward specialty licensure or certification, or equivalent experience as relevant dependent on faculty role and standards of clinical practice expectations. The candidate must meet expectations in clinical teaching and patient management, diagnostic laboratory service, or extension as described by Departmental guidelines. Administrative service and scholarly activity are not required at the instructor level.

Teaching
Demonstrated excellence in clinical teaching; clinical teaching is at the core of the mission for clinical faculty in the Department. Expectations for teaching and curriculum development are the same as for tenure-track faculty members.

TEACHING	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:

Actively engaged in the teaching curriculum.	• Taught an appropriate number of lectures and laboratories annually in the professional and/or graduate curriculum.
	• Served as a Team Leader in one or more core courses, providing leadership that advances the quality of the course and the curriculum.
	• Provided excellent teaching in the clinical setting, and is a positive role model for students, interns, and residents in clinics.
	• Developed unique innovative teaching tools.
	  ○ Templates for course materials such as syllabi.
	  ○ Illustrations, videos, and demonstrations that clarify material and engage students in active learning.
	  ○ E-learning and digital media experiences that engage students and stimulate deeper learning.

	○ Contributed to and participated in courses on teaching. ○ Won or nominated for teaching awards. • Should they choose to have one, a teaching portfolio can serve to demonstrate the depth and breadth of teaching materials developed by the faculty member, as well as describe innovative teaching composed of evaluations of both clinical and classroom teaching.

Clinical Practice

CLINICAL PRACTICE	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit:
Demonstrated excellent clinical skills and commitment to clinical medicine.	• Documentation from referring veterinarians of excellence of service that fosters case referrals. • External peer assessments of clinical abilities and reputation. • Input from the director of the VMC.
Demonstrated leadership in supporting the mission of the VMC with excellent service to referring veterinarians and clients and outreach to the state of Ohio.	• Documentation from referring veterinarians. • Documentation from clients • Number of consultations performed annually by phone or email.
Demonstrated the ability to manage all duties that are essential for the efficient function of the VMC.	• The input of the director of the VMC on these issues will be solicited.

ADMINISTRATIVE SERVICE
Not required for clinical faculty at the instructor level

SCHOLARLY ACTIVITY
Not required for faculty at the Instructor level.
Faculty members are encouraged to contribute via case reports, book chapters, and papers in proceedings. Participate in collaborative research, design of clinical trials, or prospective case studies as time permits and within the context of the faculty member's assigned distribution of effort.

b. Promotion to Associate Clinical Professor

Promotion from assistant professor to associate clinical professor is typically recommended following the probationary period as candidates must meet criteria and demonstrate a trajectory for sustained excellence. The accomplishments listed below in the areas of teaching, clinical practice, research, extension/outreach, and administrative service are expected, for those with appointments and responsibilities in these areas for promotion to associate clinical professor.

Teaching

For promotion to associate clinical professor, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

TEACHING	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Progressively increased his/her teaching in the classroom or laboratory instruction in the professional and/or graduate student curriculum. Faculty members may be expected to assume the role of teaching team leader. Participated in clinical teaching in accordance with their distribution of effort. Provided up-to-date content at an appropriate level in lectures and clinical teaching and demonstrated continuing growth in knowledge of subject matter. Demonstrated the ability to organize and present class material effectively with logic, conviction, and enthusiasm. Demonstrated creativity in the use of various modes of instruction, classroom technology and other teaching strategies to create an optimal learning environment. Demonstrated sustained effort in clinical training of house officers and to departmental graduate-resident courses, seminars, rounds, journal clubs and conferences.	• Engaged students actively in the learning process and encouraged independent thought, creativity, and appreciation of discovery of new knowledge. • Provided appropriate and timely feedback to students throughout the instructional process. • Improved the curriculum through revision or new development of courses and/or academic programs. • Engaged in documentable efforts to improve teaching. • A documented record of effective teaching that includes student and peer evaluations of clinical and didactic teaching. • Actively served on committees of Masters-level graduate students when appropriate; however, this is not a required activity for clinical faculty. • Effectively mentored professional students and house officers. • Participated in educational outreach activities for the animal-owning public, private practitioners, and industry constituents.

Clinical Practice

For promotion to associate clinical professor, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

CLINICAL PRACTICE	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Demonstrated clinical competence and commitment to high-quality effective and contemporary patient care and/or clinical support services.	• Supported outreach mission of the Department and VMC by providing excellent and timely consultation with and outreach to referring veterinarians and clients. • Achieved appropriate specialty board certification or equivalent experience, as a relevant dependent on faculty role and standards of clinical practice expectations. • Developed a local and national reputation among peers for excellence in clinical/diagnostic practice.

RESEARCH and SCHOLARSHIP
For promotion to associate clinical professor, while funded research activity is not required, participation in collaborative research and clinical trials is encouraged dependent on the faculty member's assigned responsibilities and distribution of effort. Publication in professional journals is encouraged (peer-reviewed journals are desirable but not required). Publications may include results of research (applied or basic), original observations, experiences (e.g., case reports and retrospective studies), manuscripts in lay journals, solutions to clinical problems, book chapters, or educational materials.

Administrative Service

For promotion to associate clinical professor, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

ADMINISTRATIVE SERVICE	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Contributed appropriately to service.	• Contributed to service on Departmental and VMC committees and participated in governance of the Department and College in a collegial manner that facilitates advancement of the Department and College. • Contributed to the profession by service to professional organizations and outreach activities.

c. Promotion to Clinical Professor

Promotion to the rank of clinical professor is recognition of sustained and outstanding accomplishments in a given field or discipline and/or one or more areas central to the candidate's responsibilities. The individual seeking promotion should be assessed in relation to assigned

responsibilities and alignment that is proportional to their distribution of time and effort to such activities; however, promotion to the rank of professor – clinical must be based on convincing evidence that the faculty member has a record of sustained accomplishment and increasing quality of contributions, a record of continuing professional growth, and evidence of established national reputation. This may include a sustained record of excellence in preclinical and/or clinical teaching, clinical practice and patient care, diagnostic laboratory service or extension/outreach; leadership in administrative service to the College and to the profession; and production and dissemination of scholarly material pertinent to teaching, clinical practice, extension/outreach, and/or administrative service.

Teaching

For promotion to clinical professor, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

TEACHING	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Actively engaged in the teaching curriculum. • Contributed substantially and regularly to the clinical training and mentoring of house officers and to Departmental graduate-resident courses, seminars, rounds, journal clubs and conferences.	• Given a substantial number of lectures and teaching in laboratories annually in the professional and/or graduate curricula. • Assumed the role of teaching team leader • Participated in clinical teaching in accordance with their distribution of effort. • Provided up-to-date content at an appropriate level in lectures and clinical teaching and demonstrated continuing growth in knowledge of subject matter. • Demonstrated the ability to organize and present class material effectively with logic, conviction, and enthusiasm. • Demonstrated creativity in the use of various modes of instruction, classroom technology and other teaching strategies to create an optimal learning environment. For example, the Department encourages the use of audience response applications and online-based problem-solving exercises. • Engaged students actively in the learning process and encouraged independent thought, creativity and appreciation of discovery of new knowledge. • Provided appropriate and timely feedback to students throughout the instructional process. • Improved the curriculum through revision or new development of courses and/or academic programs. • Engaged in documentable efforts to improve

	teaching. • A documented record of effective teaching composed of student and formative peer evaluations of lecture, laboratory and clinical teaching. These evaluations must have occurred after promotion to Associate Professor-Clinical. • Actively served on committees of Masters-level graduate students when appropriate; however, this is not a required activity for clinical faculty. • Effectively mentored professional students and house officers. • Participated in educational outreach activities for the animal-owning public, private practitioners, and industry constituents.

Clinical Practice

For promotion to clinical professor, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

CLINICAL PRACTICE	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Demonstrated clinical competence and commitment	• Assumed a leadership role in supporting the mission of the VMC with exceptional service to referring veterinarians and clients and outreach to the state of Ohio. • Demonstrated the ability to manage all duties that are essential for the efficient function of the VMC. The input of the director of the VMC on these issues will be solicited.

Research and Scholarship

For promotion to clinical professor, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

RESEARCH AND SCHOLARSHIP	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Published additional manuscripts beyond those described for promotion to Associate Professor-Clinical. Peer-reviewed publications are desirable but not required.	• Participated in original or collaborative research as time permits and in accordance with distribution of effort. Research efforts that may be accessible to clinical faculty may include, but are not limited to prospective clinical trials, investigation and

	development of new drugs and new uses of existing drugs, and studies of new surgical techniques or diagnostic methods. • Achieved national recognition in their discipline through presentation at and participation in continuing education for practicing veterinarians, scientific meetings and other outreach activities.

Administration

For promotion to clinical professor, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

ADMINISTRATION	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Contributed substantially to service.	• Served on and contributed meaningfully to Departmental, VMC, College, or University committees. • Assumed a leadership role in Departmental activities (e.g.; service head). • Engaged in public relations efforts that enhance the image and visibility of their service, Department, VMC, or College.

3. Associated Faculty

a. Clinical Practice Faculty

Clinical practice faculty are judged primarily on evaluation of their clinical practice and clinical teaching, and depending on their assigned distribution of effort, their contributions to didactic and laboratory instruction and administrative service and outreach. By nature of their assigned distribution of effort, major criteria for promotion relate to excellence in clinical practice and associated clinical instruction.

For those clinical practice faculty with teaching, research, or extension/outreach responsibilities, the criteria for those responsibilities shall be similar to the criteria used for clinical faculty responsibilities in those areas, dependent upon roles and percent effort.

1. Promotion to Clinical Assistant Professor of Practice

For promotion to clinical assistant professor of practice, a faculty member is expected to have a DVM degree or equivalent and have completed an internship or private comparable practice experience.

The candidate must meet expectations in clinical teaching and patient management as described by Departmental guidelines. Scholarly activity is not required.

Teaching

TEACHING	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Actively engaged in the teaching curriculum.	• Given an appropriate number of lectures and teaching in laboratories annually as appropriate for effort. • Participated in clinical teaching in accordance with their distribution of effort. • Provided up-to-date content at an appropriate level in lectures and clinical teaching and demonstrated continuing growth in knowledge of subject matter. • Demonstrated the ability to organize and present class material effectively with logic, conviction, and enthusiasm. • Demonstrated creativity in the use of various modes of instruction, classroom technology and other teaching strategies to create an optimal learning environment. For example, the Department encourages the use of audience response applications and online-based problem-solving exercises. • Engaged students actively in the learning process and encouraged independent thought, creativity and appreciation of discovery of new knowledge. • Provided appropriate and timely feedback to students throughout the instructional process. • Improved the curriculum through revision or new development of courses and/or academic programs. • Engaged in documentable efforts to improve teaching. • A documented record of effective teaching composed of student and formative peer evaluations of lecture, laboratory, and clinical teaching. • Effectively mentored professional students and house officers.

Clinical Practice

CLINICAL PRACTICE	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Demonstrated clinical competence	
Supported the mission of the Veterinary Health System.	• Served clients, and engaged in outreach to citizens of the state of Ohio.
Demonstrated the ability to manage all duties that are essential for the efficient function of the VMC.	• The input of the director of the VMC will be solicited

ADMINISTRATIVE SERVICE
Not required for practice faculty at the Instructor or Practice level.

SCHOLARLY ACTIVITY
Not required for practice faculty at the Instructor or Practice level

2. Promotion to Clinical Associate Professor of Practice

Promotion to clinical associate professor of practice is typically recommended following the probationary period as candidates meet and demonstrate a trajectory for sustained excellence in

Teaching
For promotion to clinical associate professor of practice, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

TEACHING	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Provided state of the art clinical instruction and demonstrated continuing growth in knowledge of subject matter.	• Demonstrated the ability to organize and present rounds and clinical instruction effectively with logic, conviction and enthusiasm. • Demonstrated creativity in the use of various modes of instruction, technology, and other teaching strategies to create an optimal learning environment. • Engaged students actively in the learning process and encouraged independent thought, creativity and appreciation of discovery of new knowledge. • Provided appropriate and timely feedback to students throughout the instructional process. • Engaged in documentable efforts to improve teaching. • Effectively mentored professional students.

	• Measures for documenting a record of effective teaching include student and peer evaluations of clinical teaching.

Clinical Practice

For promotion to clinical associate professor of practice, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

CLINICAL PRACTICE	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have :	Candidates may be asked to submit evidence that they have:
Demonstrated outstanding clinical competence and commitment to high-quality, effective, and contemporary patient care. Demonstrated the ability to manage all duties that are essential for the efficient function of the VMC.	• Solicited input from the VMC director, house officers, discipline peers, staff, and veterinarians to whom cases are referred. Input should address the commitment to assigned clinical effort, quality of patient care, level of professional competence, degree of advancement of the clinical discipline, quality of medical record keeping, and ability to work collegially and professionally within the confines of the VMC or associated VMCs as part of a team. • Where applicable, effectiveness in interactions with referring veterinarians and the ability to attract case material required for teaching. • Patient referrals, extramural letters, invitations to speak on clinical or pedagogical topics, and published proceedings notes from professional continuing education meetings. • Additional criteria can be based on evidence of fostering a targeted caseload or revenue, and on excellent client survey scores and comments.
Supported the outreach of the Department and VMC.	• Provided excellent and timely consultation with and outreach to clients.
Developed a reputation among peers for excellence in clinical practice.	• Assumed a leadership role in supporting the mission of the VMC with exceptional service to referring veterinarians and/or clients and outreach to the state of Ohio.

SCHOLARSHIP
Scholarship is not a primary criterion for promotion to clinical associate professor of practice. However, depending on the assigned distribution of effort, a faculty member may demonstrate excellence in scholarly activity that may include case reports, manuscripts in lay journals, documented solutions to clinical problems, pedagogy, or educational materials relevant to student and client education.

Administrative Service

For promotion to clinical associate professor of practice, a faculty member, dependent on appointment and assigned responsibilities and appropriate distribution of effort, is expected to have:

ADMINISTRATIVE SERVICE	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Contributed appropriately to service.	• Contributed to service on Departmental and VMC committees and participated in governance of the Department and College in a collegial manner that facilitates advancement of The Department and College in a collegial manner that facilitates advancement of the Department and College. • Contributed to the profession by service to professional organizations and outreach activities.

3. Promotion to Clinical Professor of Practice

Promotion to the rank of clinical professor of practice is recognition of sustained and outstanding accomplishments in areas central to the candidate's assigned responsibilities. The individual seeking promotion should be assessed in relation to assigned responsibilities and alignment that is proportional to their distribution of time and effort to such activities; however, promotion to the rank of clinical professor of practice must be based on convincing evidence that the faculty member has a record of sustained (several years) accomplishment and increasing quality of contributions, and a record of continuing professional growth. This will include a sustained record of excellence in clinical teaching or clinical practice and patient care; and, dependent on responsibilities and percent effort, may include the production and dissemination of scholarly material pertinent to clinical practice and clinical instruction.

Teaching

For promotion to clinical professor of practice, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

TEACHING	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
• Provided sustained high-quality clinical instruction to professional students and	• Demonstrated the ability to organize and present rounds and clinical instruction effectively with

demonstrated continuing growth in knowledge of subject matter.	logic, conviction, and enthusiasm. • Demonstrated creativity in the use of various modes of instruction, technology and other teaching strategies to create an optimal learning environment. • Engaged students actively in the learning process and encouraged independent thought, creativity and appreciation of discovery of new knowledge. • Provided appropriate and timely feedback to students throughout the instructional process. Engaged in documentable efforts to improve teaching. • Effectively mentored professional students. • Measures for documenting effective teaching include student and peer evaluations of clinical teaching.

Clinical Practice

For promotion to clinical professor of practice, a faculty member, dependent on appointment and assigned responsibilities, is expected to have:

CLINICAL PRACTICE	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Demonstrated outstanding clinical competence and commitment to high-quality, effective, and contemporary patient care and demonstrated the ability to manage all duties that are essential for the efficient function of the VMC.	• Solicited input from the VMC director, house officers, discipline peers, staff, and veterinarians to whom cases are referred. Input should address the commitment to assigned clinical effort, quality of patient care, level of professional competence, degree of advancement of the clinical discipline, quality of medical record keeping, and ability to work collegially and professionally within the confines of the VMC or associated VMCs as part of a team. • Where applicable, effectiveness in interactions with referring veterinarians and the ability to attract case material required for teaching and research. • Patient referrals, extramural letters, invitations to speak on clinical or pedagogical topics, and published proceedings notes from professional continuing education meetings. • Additional criteria can be based on evidence of fostering a targeted caseload or revenue, and on excellent client survey scores and comments
Supported the outreach of the Department and VMC	• Provided excellent and timely consultation with and outreach to clients.
Developed a reputation among peers for excellence in clinical practice.	• Assumed a leadership role in supporting the mission of the VMC with exceptional service to referring veterinarians and/or clients and outreach to the state of Ohio.

SCHOLARSHIP
For promotion to clinical professor of practice, dependent on appointment, some scholarly activity may be desirable including case reports, manuscripts in lay journals, documented solutions to clinical problems, pedagogy, or educational materials relevant to student and client education.

Administrative Service

For promotion to clinical professor of practice, a faculty member, dependent on appointment and assigned responsibilities and appropriate distribution of effort, is expected to have:

ADMINISTRATIVE SERVICE	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	Candidates may be asked to submit evidence that they have:
Served on and contribute meaningfully to Departmental, VMC, College, or University committees.	Assumed a leadership role in Departmental activities (e.g., service head, mentoring of junior faculty). Engaged in public relations efforts that enhance the image and visibility of his/her service, Department, VMC, or College.

b. All Other Associated Faculty

1. **Promotion to Adjunct Associate Professor and Adjunct Professor**. The relevant criteria for the promotion of adjunct faculty members are those for the promotion of tenure-track or clinical faculty, as appropriate to the appointment, above.
2. **Promotion to Associate Professor and Professor with FTE below 50%**. The relevant criteria for the promotion of associated faculty members with tenure-track titles are those for the promotion of tenure-track faculty above.
3. **Promotion to Senior Lecturer**. Lecturers may be promoted to senior lecturer if they meet the criteria for appointment at that rank as described in Section IV.A.3.
4. **Promotion of Visiting Faculty**. Visiting faculty members are not eligible for promotion.

B. Procedures

The Department's procedures for promotion and tenure and promotion reviews are fully consistent with those set forth in Faculty Rule 3335-6-04 and the Office of Academic Affairs annually updated procedural guidelines for promotion and tenure reviews found in Volume 3 of the Policies and Procedures Handbook.

1. Tenure-Track, Clinical, and Associated Clinical Faculty

a. Candidate Responsibilities

- **Dossier**
  - Candidates are responsible for submitting a complete, accurate dossier fully consistent with Office of Academic Affairs dossier outline. Candidates should not sign the Office of Academic Affairs Candidate Checklist without ascertaining that they have fully met the requirements set forth in the Office of Academic Affairs core dossier outline including, but not limited to, those highlighted on the checklist.
  - Candidates are responsible for meeting Departmental and College deadlines for submission of the dossier.
  - While a candidate's dossier coach makes reasonable efforts to check the dossier for accuracy and completeness, the candidate bears full responsibility for all parts of the dossier that are to be completed by him/her/them.

    The time period for teaching documentation to be included in the dossier for probationary faculty is the start date to present. For tenured or nonprobationary faculty it is the date of last promotion, reappointment, or the last five years, whichever is more recent, to present. The eligible faculty may allow a candidate to include information prior to the date of last promotion or reappointment if it believes such information would be relevant to the review. Any such material should be clearly indicated. Please see the Appendix for specific types of teaching documentation that could be included in the dossier.

    For scholarship documentation, a full history of publications and creative work should be included, as this information provides context to the more recent and relevant research record and/or demonstrates scholarly independence. Information about scholarship produced prior to the start date (for probationary faculty) or date of last promotion or reappointment may be provided. Any such material should be clearly indicated. However, it is the scholarship performance since the start date or date of last promotion that is to be the focus of the evaluating parties. Please see the Appendix for specific types of scholarship documentation that could be included in the dossier.

    The time period for service documentation to be included in the dossier for probationary faculty is the start date to present. For tenured or nonprobationary faculty it is the date of last promotion, reappointment, or the last five years, whichever is more recent, to present. The eligible faculty may allow a candidate to include information prior to the date of last promotion or reappointment if it believes such information would be relevant to the review. Any such material should be clearly indicated. Please see the Appendix for specific types of service documentation that could be included in the dossier.

The complete dossier is forwarded when the review moves beyond the department. The documentation of teaching is forwarded along with the dossier. The documentation of scholarship and service is for use during the departmental review only, unless reviewers at the college and university levels specifically request it.

- **Appointments, Promotion and Tenure (APT) Document.** If the candidate chooses to not use the Department's current approved APT document available here, but instead wishes to be reviewed under the Department's APT Document that was in effect at the time of the candidate's start date or last promotion (or last reappointment in the case of clinical faculty), whichever is more recent, the candidate is responsible for submission of a copy of the Department's APT Document that was in effect at that time. This must be submitted when the dossier is submitted to the Department. Note: The current document must be used if the letter of offer or last promotion, whichever is more recent, was more than 10 years before April 1 of the review year.

- **External Evaluations.** If external evaluations are required, a minimum of five credible and useful evaluations must be obtained. Candidates are responsible for reviewing the list of potential external evaluators developed by the Department Chair and the candidate's section head.
    - The candidate may add no more than three additional names but is not required to do so.
    - The candidate may request the removal of no more than two names, providing the reasons for the request. The Department Chair decides whether removal is justified. (Also see External Evaluations below.)
    - Faculty Rule 3335-6-04 requires that no more than half of the external evaluation letters in the dossier be written by persons suggested by the candidate.
    - Neither the Office of Academic Affairs nor the College require that the dosser contain letters from evaluators suggested by the candidate.
    - Faculty seeking promotion will select the three (3) best examples of their publications for external review. These publications may include, but are not limited to, peer-reviewed publications, book chapters, and proceedings notes. Faculty are asked to provide a concise summary describing briefly why they selected each publication (2-4 sentences for each publication) as a representation of their scholarly works. This summary accompanies the selected publications for review by external evaluators. This allows the external evaluators to assess the broad range of academic/scholarly contributions conducted in

the Department. Peer-reviewed publications are preferred for tenure-track faculty.

- Only the candidate may stop any review for promotion once external letters of evaluation have been sought. The candidate may withdraw from review at any stage of the process by so informing (in writing) the Department Chair. If the process has moved beyond the Department, the Chair shall inform the Dean or the executive vice president and provost, as required.

b. Departmental Promotion and Tenure Subcommittee (DPTSC) Chair's Responsibilities

- DPTSC Chair is also the Chair of the Departmental Annual Review Committee (DARC) and Committee of Eligible Faculty (COEF)
- Appoint a Procedures Oversight Designee (POD) from the members of the DPTSC. The POD cannot be the DPTSC Chair. The Procedures Oversight Designee's responsibilities are described in the Office of Academic Affairs annual procedural guidelines.
- Oversee the review of all dossiers by the dossier coaches from probationary faculty submitted for annual review.
- Conduct training session for new P&T committee members in regard to their duties as dossier coach, member of DARC and member of DPTSC.
- Be available to answer questions from faculty in regard to their dossier.
- Assign dossier coaches to probationary faculty in November.
- Review the list of faculty members to be reviewed by the DARC and notify faculty and dossier coaches of required reviews.
- Lead and facilitate DARC meetings.
- Obtain requests from faculty for non-mandatory promotion by April 1, organize DPTSC to meet and vote by May 1
- Review the list of faculty members to be reviewed by the COEF and email faculty and dossier coaches the timelines for the process.
- Ensure administrative staff communicates with faculty candidates for promotion and/or tenure reviews to work with PPS to identify course for SEI comment summary.
- Organize off-cycle meetings with the COEF.
- Organize, lead and facilitate Fall COEF meeting.
- Update uniform letter templates for DARC letters (from COEF meeting)
- Update uniform PowerPoint templates for faculty for DARC presentation and P&T presentation.
- Update timelines for reappointment/4th year review and promotion and/or tenure
- Attend annual OAA University P&T overview. Work with CVM Associate Dean for Faculty Success to ensure standardized P&T processes, templates, checklists etc.

c. Departmental Promotion and Tenure Subcommittee (DPTSC) Responsibilities

The responsibilities of the DPTSC are as follows:

- To review the Department APT document every 2 years and recommend proposed revisions to the Department Chair.
- To consider annually, in spring semester, requests from faculty members made to the Department Chair seeking non-mandatory review in the following academic year and to decide whether it is appropriate for such a review to take place.
  - A faculty member may request, in writing, to be considered for non-mandatory promotion and tenure review or for promotion review at any time. This must be submitted by April 1 of the year the candidate is requesting review.
  - Section III.A.5 addresses the process in the event that the Department does not have at least three eligible faculty who can undertake a review. A simple majority of those eligible to vote on a request must vote affirmatively for the non-mandatory review to proceed. Results of this vote are reported to and discussed with the Department Chair who will advise the faculty member regarding the decision to initiate a formal review.
  - The Department Chair, in consultation with the Departmental Promotion and Tenure Subcommittee may decline to put forth a faculty member for formal non-mandatory promotion and tenure review or promotion review if the candidate's accomplishments are judged not to warrant such review.
  - The DPTSC bases its decision on assessment of the record as presented in the faculty member's dossier and on a determination of the availability of all required documentation for a full review (e.g., student and peer evaluations of teaching). Lack of the required documentation is necessary and sufficient grounds on which to deny a non-mandatory review.
    - A tenured faculty member may only be denied a formal promotion review for one year per Faculty Rule 3335-6-04. Faculty Rule 3335-7-08 makes the same provision for nonprobationary clinical faculty, and the Department applies the same criteria to associated clinical faculty. If the denial is based on lack of required documentation and the faculty member insists that the review go forward in the following year despite incomplete documentation, the individual should be advised that such a review is unlikely to be successful.
    - A decision by the DPTSC permitting a review to take place in no way commits the eligible faculty, the Department Chair, or any other party to the review to making a positive recommendation during the review itself.

d. Dossier Coach's Responsibilities

- For a new probationary faculty, meet with the newly assigned probationary faculty during a mentoring committee meeting within the first year after being assigned.
- Meet with their candidate annually to go over how to prepare/update dossier in December using the approved university template (annotated template with college specific instructions available through the Associate Dean for Faculty Success) **The candidate (mentee) is required to set up the annual (or subsequent meetings, if necessary) with the dossier coach and the mentoring committee.**
- Review their dossier, annual report and DARC presentation annually before submission to Department Chair deadline in February.
- Check candidate's dossier to assure that it is prepared correctly using the most OAA current dossier format, asks candidate to make needed changes, and verifies requested changes were completed.
- Check dossier to ensure that SEI table and required number of peer evaluations are included.
- Draft a letter to be reviewed by the DARC or DARC subcommittee, signed by the chair of the DARC and POD submitted to the Department Chair summarizing the strengths and weaknesses and recommendations of the members of the committee for reappointment.
- Late Summer: Review each candidate's dossier for completeness, accuracy (including citations), and consistency with Office of Academic Affairs requirements; and work with each candidate to assure that needed revisions are made in the dossier before the formal review process begins. This meeting is not an occasion to debate the candidate's record.
- Specifically affirm that the accuracy of all publications and creative works listed in the dossier has been verified.
- Review candidate's dossier and prior to reappointment, promotion and/or tenure and approve appropriate documentation by August; present candidates at the annual COEF meeting in September.
- During the presentation of the candidate's performance at the annual COEF meeting, provide an objective, impartial and factual overview; dossier coach does not make a recommendation regarding the outcome of the review (such a recommendation is the sole purview of the full eligible faculty of the Department). Once the floor has been opened for discussion, participate fully in the discussion as a member of the eligible faculty.
- Summarize the deliberations (strengths and weaknesses of the candidate) of the eligible faculty, revise the draft analysis of each case following the faculty meeting to include the faculty vote and a summary of the faculty perspectives expressed during the meeting and forward the completed written evaluation and recommendation to the Department Chair. All

members of the DPTSC who attended the meeting of the COEF are to review and sign the letter to the Chair.

- Draft a letter to be reviewed by the DPTSC, signed by the chair of the DPTSC and POD submitted to the Department Chair summarizing the strengths and weaknesses and recommendations of the members of the committee for reappointment, promotion and/or tenure.
- Provide a written evaluation and recommendation to the Department Chair in the case of joint appointees whose tenure-initiating unit is another Department. The full eligible faculty does not vote on these cases since the Department's recommendation must be provided to the other tenure-initiating unit substantially earlier than the committee begins meeting on the Department's cases.

e. Committee of Eligible Faculty (COEF) Responsibilities

- The responsibilities of the members of the COEF are as follows:
  - To thoroughly and objectively review every candidate's dossier, external reviewer letters, SEI's, teaching/peer evaluations, power point and annual review letters in advance of the meeting at which the candidate's case will be discussed.
  - To attend all COEF meetings except when circumstances beyond one's control prevent attendance, to participate in discussion of every case, and to vote. Voting will occur by conducting a secret ballot. The vote will be "yes" or "no" for reappointment, tenure and/or promotion.
  - Only those in attendance for discussion of the candidate's record may participate in the vote; attendance may be accomplished through digital forums such as video-links and teleconference.
  - If members are attending through digital forums, a mechanism must be developed to allow confidential voting for those members. Members must have their video camera on during the presentation and discussion to be eligible to vote on the candidate being reviewed.
  - Quorum for the COEF to conduct business is 2/3 of the eligible faculty. A simple majority of "yes" and "no" votes must be affirmative for a vote to be considered positive. Abstentions are not votes. Absentee voting is not permitted.
  - A faculty member with a conflict of interest with a candidate (Section III. A. 4) is expected to withdraw from a promotion review of that candidate.

f. Department Chair Responsibilities

- To determine whether a candidate is authorized to work in the United States and whether a candidate now, or in the future, will require sponsorship for an employment visa or immigration status. For tenure-

track assistant professors, the Department Chair will confirm that candidates are eligible to work in the U.S. Candidates who are not U.S. citizens or nationals, permanent residents, asylees, or refugees will be required to sign an MOU at the time of promotion with tenure..

- Late Spring/Early Summer: To solicit external evaluations from a list including names suggested by the Department Chair, the candidate's section head and the candidate.
- Late Spring/Early Summer: To review faculty with budgeted joint appointments. The TIU head from the joint appointment unit must provide a letter of evaluation to the primary TIU head. The input should be in the form of a narrative commenting on faculty duties, responsibilities, and workload; on any additional assignments; and on impact of the work of the individual in the field of the joint unit.
- Late Spring/Early Summer: To assign someone other than the candidate to summarize open-ended student comments submitted along with other student evaluations of teaching.
- To assign someone to make copies of each candidate's dossier available in an accessible place for review by eligible faculty at least two weeks before the COEF meeting at which specific cases are to be discussed and voted on. This includes the following:
  - Final version of the Dossier per OAA guidelines.
  - SEIs (provided by the candidate or PPS)
  - Summaries of open-ended student comments as prepared by PPS.
  - Annual review letter for each year for the last 5 years since the date of hire or last promotion/reappointment
  - Letters from the external reviewers
- To charge each member of the COEF to conduct reviews free of bias and based on criteria.
- To remove any member of the COEF from the review of a candidate when the member has a conflict of interest (Section III. A. 4) but does not voluntarily withdraw from the review process.
- To attend the meetings of the COEF at which promotion and tenure matters are discussed and respond to questions raised during the meeting. At the request of the eligible faculty, the Department Chair will leave the meeting to allow open discussion among the eligible faculty members.
- To provide an independent written evaluation and recommendation for each candidate, following receipt of the COEF's completed evaluation and recommendation.
- To meet with the COEF to explain any recommendations contrary to the recommendation of the committee.
- To inform each candidate in writing after completion of the Departmental review process:
  - Of the recommendations by the COEF and Department Chair
  - Of the availability for review of the written evaluations by the COEF and Department Chair

    - Of the opportunity to submit written comments on the above material, within ten days from receipt of the letter from the Department Chair, for inclusion in the dossier. The letter is accompanied by a form that the candidate returns to the Department Chair, indicating whether or not the candidate expects to submit comments.
- To provide a written response to any candidate comments that warrant response for inclusion in the dossier.
- To forward the completed dossier to the College office by that office's deadline.
- To receive the DPTSC's written evaluation and recommendation of candidates who are joint appointees from other TIUs, and to forward this material, along with the Department Chair's independent written evaluation and recommendation, to the Department Chair of the other TIU by the date requested.

2. Procedures for Associated Faculty, Other than Associated Clinical Faculty

Adjunct faculty and associated faculty with tenure-track titles for whom promotion is a possibility follow the promotion guidelines and procedures detailed in Section VI.B above, with the exception that the review does not proceed to the college level if the Department Chair's recommendation is negative (a negative recommendation by the Department Chair is final in such cases), and does not proceed to the executive vice president and provost if the dean's recommendation is negative.

3. External Evaluations

This department will seek external evaluations predominately from evaluators in the following programs:

Peer and Near Peer Institutions: Washington State University, Purdue University, Iowa State University, Tufts University, Auburn University, University of Minnesota, Michigan State University, Oregon State University, University of Georgia, Kansas State University

Aspirational Institutions: University of California, Davis, North Carolina State University, Colorado State University, Cornell University, University of Pennsylvania, University of Florida, Texas A and M University, University of Illinois, University of Wisconsin, University of Tennessee

Justification will be provided in each case when a suggested evaluator is from a program not included on these lists.

External evaluations of research and scholarly activity are obtained for all promotion reviews. These include all tenure-track faculty promotion and tenure or

promotion reviews and all clinical faculty promotion reviews. External evaluations of scholarly activity and research are not obtained for associated faculty unless the faculty member has been involved in a significant amount of scholarship. The decision to seek external evaluations for an associated faculty member will be made by the Department Chair after consulting with the candidate and associated section head. Letters requesting external reviews should clearly describe the Department's criteria for assessment for promotion and tenure and for promotion dependent on the candidate's appointment and responsibilities.

A conflict of interest for external reviewers exists if the reviewer is or has been to the candidate: a) a thesis, dissertation, or postdoctoral advisee/advisor; b) a research collaborator, which includes someone who has been a coauthor on a publication within the past 3 years, including pending publications and submissions; c) a collaborator on a project within the past 3 years, including current and planned collaborations; d) in a consulting/financial arrangement with the candidate within the past 3 years, including receiving compensation of any type (e.g., money, goods, or services); e) a relative or close personal friend; or f) in any relationship, personal or professional, that could reduce the reviewer's objectivity. Also excluded are reviewers from the same institution, or those who had previous employment in the same institution within the past 12 months, or those who are being considered for employment at that institution.

A minimum of five credible and useful evaluations must be obtained. A credible and useful evaluation:

- Is written by a person highly qualified to judge the candidate's teaching, clinical practice, research productivity, extension/outreach activities and other relevant performance indicators dependent on the candidate's appointment and responsibilities, and who is not a close personal friend, research collaborator, or former academic advisor or post-doctoral mentor of the candidate (see description of conflict of interest for external reviewers just above). Qualifications are generally judged on the basis of the evaluator's expertise, record of accomplishments, and institutional affiliation. This department will solicit evaluations only from professors with institutional affiliations predominately in the programs listed above. In the case of an assistant professor seeking promotion to associate professor with tenure, a minority of the evaluations may come from associate professors.
- Provides sufficient analysis of the candidate's performance to add information to the review. A letter's usefulness is defined as the extent to which the letter is analytical as opposed to perfunctory. Under no circumstances will "usefulness" be defined by the perspective taken by an evaluator on the merits of the case.

Because the Department cannot control who agrees to write and/or the usefulness of the letters received, at least twice as many letters are sought as

are required, and letters are solicited early enough that additional letters may be requested should fewer than five letters result from the first round of requests.

As described above, a list of potential evaluators is assembled by the candidate's section head, the Department Chair, and the candidate. If the evaluators suggested by the candidate meet the criteria for credibility, a letter is requested from at least one of those persons. Faculty Rule 3335-6-04 requires that no more than half of the external evaluation letters in the dossier be written by persons suggested by the candidate. In the event that the person(s) suggested by the candidate do not agree to write, neither the Office of Academic Affairs nor the Department require that the dossier contain letters from evaluators suggested by the candidate.

The Department follows the Office of Academic Affairs suggested format for letters requesting external evaluations. A sample letter for tenure-track faculty can be found here. A sample letter for clinical faculty can be found here.

Under no circumstances may a candidate solicit external evaluations or initiate contact in any way with external evaluators for any purpose related to the promotion review. If an external evaluator initiates contact with the candidate regarding the review, the candidate must inform the evaluator that such communication is inappropriate and report the occurrence to the Department Chair, who will decide what, if any, action is warranted (e.g., requesting permission from the Office of Academic Affairs to exclude that letter from the dossier). It is in the candidate's interest to assure that there is no ethical or procedural lapse, or the appearance of such a lapse, in the course of the review process.

All solicited external evaluation letters that are received must be included in the dossier. If concerns arise about any of the letters received, these concerns may be addressed in the Department's written evaluations or brought to the attention of the Office of Academic Affairs for advice.

The lack of five external letters will not stop a mandatory review from proceeding but will halt a non-mandatory review from proceeding unless the candidate, P&T chair, and the Department Chair all agree in writing that it may proceed and will not constitute a procedural error Volume 3 of the Policies and Procedures Handbook.

VII. Promotion and Tenure and Reappointment Appeals

Only the candidate may appeal a negative tenure, promotion, or reappointment decision.

Performance that is adequate for annual reappointment may not be adequate for the granting of promotion or tenure with promotion for faculty on the tenure track or, in the case of clinical faculty, for securing a reappointment.

Faculty Rule 3335-6-05sets forth general criteria for appeals of negative promotion and tenure decisions. Appeals alleging improper evaluation are described in Faculty Rule 3335-5-05.

Disagreement with a negative decision is not grounds for appeal. In pursuing an appeal, the faculty member is required to document the failure of one or more parties to the review process to follow written policies and procedures.

VIII. Seventh-Year Reviews

Faculty Rule 3335-6-05 sets forth the conditions of and procedures for a Seventh-Year Review for a faculty member denied tenure as a result of a sixth year (mandatory tenure) review..

IX. Procedures for Student and Peer Evaluation of Teaching

A. Student Evaluation of Teaching

The Department requires standardized evaluation (SEI's) of all courses in the professional curriculum and for each faculty member providing 3 or more hours of instruction in any core course. Professional student evaluations are administered by the Office of Professional Programs as mandated by the College's Council for Professional Education. Evaluations of elective courses are also expected but must be requested to be obtained through the Office of Professional Programs. Faculty members receive results of their student evaluations each semester for courses in the first three years of the curriculum and after each clinical rotation for the fourth year of the curriculum. Department Chairs and team leaders receive copies of student evaluations.

Faculty teaching in graduate or undergraduate programs or providing instruction to residents and interns are strongly advised to document student evaluation of teaching. For graduate courses with >5 students, evaluations are required by the University. The Office of the University Registrar oversees evaluation for undergraduate and some graduate courses. For those courses for which formal student evaluation is not collected by the Office of Professional Programs or the Office of the University Registrar, collection of student evaluation for an individual course is a shared responsibility between the faculty member and the course director.

Faculty are responsible for saving evaluation output material from the Office of Professional Programs, the office of the University Registrar, and/or that collected from other sources.

B. Peer Evaluation of Teaching

The goal of peer evaluation of teaching is to provide constructive feedback to enhance a faculty member's effectiveness as an educator.

Peer evaluation of teaching is a shared responsibility. The Department Chair oversees the Department's peer evaluation of teaching process. It is the responsibility of all Department faculty, but especially those of senior ranks, to provide peer evaluation of teaching of probationary and non-probationary faculty. It is the responsibility of the candidates for reappointment, promotion, and tenure to develop, implement, administer, and document a personal plan for peer evaluation of their own teaching program. The plan should be developed and implemented following consultation with the mentoring committee and/or faculty mentors, the College's Office of Teaching and Learning, and the Department Chair.

Peer evaluation of all faculty engaged in teaching is required for assessment for reappointment, promotion, and tenure. The timing and number of peer evaluations will vary dependent on appointment and responsibilities, but in general should include:

- Review of probationary tenure-track and clinical faculty, yearly (average of one per year) with the goal of assessing teaching at all the levels of instruction to which the faculty member is assigned and having at least two peer reviews of teaching before the commencement of a promotion review.

- Review of non-probationary associate professors at least once every other year, with the goal of assessing teaching at all the levels of instruction to which the faculty member is assigned and having at least two peer reviews of teaching before the commencement of a promotion review.

- Review, upon the Department Chair's request, the teaching of any faculty member not currently scheduled for review. Such reviews are normally triggered by low or declining student evaluations or other evidence of the need for providing assistance in improving teaching.

- Review the teaching of a faculty member not currently scheduled for review, upon that individual's request, to the extent that time permits. Reviews conducted at the request of the faculty member are considered formative only. The Department Chair is informed that the review took place, but the report is given only to the faculty member who requested the review. Faculty seeking formative reviews should also seek the services of the Michael V. Drake Institute for Teaching and Learning.

  Reviews conducted upon the request of the Department Chair or the faculty member focus on the specific aspects of instruction requested by the Department Chair or faculty member and may or may not include class visitations.

Peer evaluations may include:

- Observation and assessment of classroom, laboratory, or clinical instruction in large or small groups or to individuals.
- Summative review of the candidate's teaching portfolio, should the faculty member choose to have one.
- Review of contributions to curriculum and review of course materials, such as syllabi, exams, lecture notes, study questions, case problems, audiovisual media, digital media, interactive media, and other instructional material of all types.
- For probationary faculty, at least two peer evaluations must be from the first category.

Documentation by the candidate may be achieved through:

- Letters of peer evaluation with peer feedback and comments as observer or summative evaluator. For review for tenure and/or promotion, a minimum of two peer evaluations must be of this category.
- Letter detailing the date of review, course, and reviewer with:
    - Reflection on peer evaluation within the narrative of the dossier

APPENDIX

DESCRIPTION OF CRITERIA FOR PROMOTION OF TENURE-TRACK, CLINICAL, AND CLINICAL PRACTICE FACULTY

1. Teaching

Teaching duties apply principally to the teaching of veterinary and graduate students, as well as interns and residents, but may also include the teaching of undergraduate students and postdoctoral fellows. Teaching may take place in the classroom, clinics, laboratory, in the field, or online, and may include, but are not limited to: courses or other instruction or assessment (e.g. OSCEs or communication labs) in the professional curriculum or graduate training, or to house officers, undergraduate students, and post-docs; involvement in graduate exams, theses, and dissertations; extension and continuing education; curriculum development; evaluation and direction of student scholarship (e.g. mentoring of graduate and professional students, house officers, post-docs, and undergraduate students); and academic advising.

Scholarship of teaching may include pedagogical papers, textbooks, monographs, and compilations of essential education resources, including online teaching resources. Scholarship of teaching may also include the creation of digital, simulation or other learning tools. Leadership of teaching may include serving as course chair, block leader, or session leader as well as efforts in curricular review and redesign and service on committees that support the educational mission.

As detailed in college workload policies, college faculty with teaching expectations fall into three categories: an assigned effort for teaching of greater than 50%, 15-50%, and less than 15%.

- Expectations for faculty with greater than 50% assigned teaching effort are to maintain any one or more of these efforts; however, there is not expectation to maintain many or all of these:
    - A clearly identifiable teaching program with regular and continuous contributions to classroom, laboratory, clinical, online, and/or field teaching of professional students and/or graduate students
    - Regular mentoring of professional students, graduate students, or clinical residents and interns outside of the classroom
    - Demonstrated leadership such as teaching team leadership, active participation on CPE and/or the preclinical or clinical subcommittee, or active participation on the Council for Graduate Studies
    - Demonstrated enhancement of teaching activities and student learning which may include a variety of activities such as pedagogical papers, textbooks and other publications, creativity in teaching, program development, compilation of essential education resources, creation of

digital simulation or other learning tools, and others.

- Expectations for faculty with 15-50% assigned teaching effort are to maintain:
    - A clearly identifiable teaching program with regular contributions to classroom, laboratory, clinical, online, and/or field teaching of professional students and/or graduate students
    - Demonstrated enhancement of teaching activities and student learning

- Expectations for faculty with less than 15% assigned teaching effort are to maintain:
    - Contributions to classroom, laboratory, clinical, online, and/or field teaching of professional students and/or graduate students.

    - Areas for consideration may include, but are not limited to, the following:

House officer Training

In addition to providing an excellent professional student curriculum, the training of clinical house officer/graduate students is an important and critical mission of the Department. Residency and internship training in the Department is based on an intensive, structured, three-year or one-year program, respectively, including:

- Organized Journal and Book Clubs
- Seminars/Coursework and independent studies
- Research and clinical mentorship
- Participation in research projects
- Other laboratory experience as appropriate.

Continuing Education and Outreach

The Department recognizes education outside of the University as an important part of its mission. Faculty members are encouraged to deliver continuing education at local, national, and international CE events. Invitations to speak at international, national and regional continuing education programs reflect the stature of the faculty member as a clinician and educator in her/his specialty area. Time devoted to outreach activities should not compromise the faculty member's commitment to their assigned duties or have a negative impact on the operation and sustainability of the service or on faculty colleagues. When questions regarding conflict of commitment arise, the faculty member should consult the Chair.

Books, Book Chapters, Other Published Works

Publication of books, book chapters, monographs and articles that communicate the state of the art of veterinary medicine in the candidate's specialty area are viewed as important contributions to teaching and outreach, particularly for clinical faculty and tenured Associate Professors who have selected teaching and clinical practice as their career focus areas. Assistant

Professors on the tenure track should concentrate on peer-reviewed scholarly publications and other scholarly endeavors.

Metrics of Teaching

Metrics of teaching are dependent on an individual's roles, responsibility, and percent effort and may include, but are not limited to the following:

- Student evaluations, peer evaluations and documents such as teaching portfolios and publications related to teaching. In general, student evaluations of 3.5 and higher for didactic teaching and of 4.0 and higher for clinical teaching are expected.
- For teaching in the research setting the development of a mentoring plan by faculty, timely completion of the candidacy exam and the degree program as well as scientific presentations (poster and/or oral) of graduate students and postdocs in seminars and conferences are expected.
- Number, level, and size of courses taught.
- Quality of textbooks, monographs, digital resources and other publications on education in the candidate's field.
- Impact of course and/or curriculum development and/or effective teaching innovations.
- Awards and formal recognition for teaching.

A teaching portfolio is one mechanism that faculty may use to supplement their teaching efforts; while not a requirement, if a faculty member chooses to develop a teaching portfolio, this should be a dynamic document that is updated regularly.

2. Scholarship and Research

All tenure-track and clinical faculty are expected to perform scholarship. Scholarship is not an expectation for clinical practice faculty. Scholarship serves to build the reputation of individual faculty and CVM and is evaluated according to its specific nature during annual review. Scholarship is defined as the dissemination of knowledge and includes book chapters, books, reviews, case reports, proceedings papers, research papers, published extension and teaching materials, among others. For the purpose of this document, research is defined as the generation of knowledge that is published in peer-reviewed scientific literature.

Strong clinical, applied, translational and basic science research programs are an important mission of the Department. Scholarly activity is focused on the discovery of new knowledge that advances state-of-the-art of veterinary medicine; improves the diagnosis, treatment, and prevention of spontaneous disease in animals; furthers our understanding of mechanisms of disease and advances the study of animal models of human disease. Research is

accomplished in a variety of formats including, but not limited to, studies of spontaneously occurring diseases, experiments in vitro and on laboratory animals, prospective clinical trials, investigation and development of new drugs and new uses of existing drugs and studies of new surgical techniques, devices, or diagnostic methods. Case reports and retrospective studies can serve as building blocks for additional studies such as prospective clinical trials. All tenure and clinical track faculty members who work in the VMC are expected to participate at some level either as a principal or co-investigator or in a collaborative role in discovery. For example, case recruitment/enrollment in clinical trials, which is important to help foster new discoveries and advancement of clinical veterinary medicine.

Scholarship may also involve discovery, implementation and dissemination of innovative instructional technologies and more effective teaching methods. These pedagogical contributions should be based upon appropriately conducted outcomes assessments and published in peer-reviewed education journals.

Scholarship should adhere to the standards of clear goals, thorough preparation, appropriate methods, reportable results, effective communication, and reflective critique. All research, including clinical and teaching research, must adhere to conventional scientific methods of establishing a hypothesis, developing an experimental protocol, collecting results, analyzing data and reporting the results to the scientific community in a timely fashion.

Associate professors, in consultation with the Department Chair, will select focus areas within the Department's broader mission that will become the basis of their contributions to the Department's programs. The tenure-track candidate is expected to establish a focused area of research and/or a clinical specialty from which publications suitable for peer-review in high quality journals will be developed.

Expectations for scholarly accomplishments for clinical faculty are proportional to the amount of time available for scholarly activity. There is no expectation for scholarly activity for practice faculty unless specifically indicated by the Department Chair and distribution of effort. Research expectations should align with established College metrics and assigned percent effort.

Metrics for research and scholarship may include, but are not limited to:

- number of funded proposals (primary and/or collaborative) and the amount of research funding in the context of the percent research effort of the faculty member
- quantity, quality, and impact of the aforementioned activities, for example, numbers of publications and citation analysis; numbers of presentations

and invited lectures; number of patents, licenses and licensing revenue, awards, and prizes.
- other forms of professional recognition; and/or letters of evaluation by peers at the national and international level.

As detailed in college workload policies, college faculty with research expectations fall into two categories: an assigned effort for research and scholarship of 30-50% or 55-90% effort.

- Expectations for faculty with 55-90% research effort are to maintain an independent, continuously extramurally funded research program that supports a sustained and robust level of scholarship (two primary research publications as first and/or senior author or patent applications per year on a rolling 5-year average) and graduate education. Collaborative research and publications are viewed as significant if there is a clearly defined contribution corresponding with percent effort on grants and funds from collaborative grants. Collaborative research, in the absence of an independent extramurally funded research program, is insufficient for research intensive faculty.

- Expectations for faculty with a 30-50% research effort are to maintain a research focus, to regularly seek extramural funding, to support graduate education, and to sustain a robust level of scholarship (two primary research publications as first and/or senior author or patent applications per year on a rolling 5-year average). Collaborative research and publications are expected to reflect the research expertise of the individual faculty member.

3. Clinical Practice

A strong teaching hospital or academic veterinary medical center is fundamental to the mission of the College. The Veterinary Medical Center (VMC) requires committed and highly trained specialists and clinical educators to maintain a state-of-the-art hospital and clinical practice. The majority of patient management is conducted concurrently with professional student and house officer/graduate student training and education. Faculty members are expected to practice ethical high quality clinical medicine and to provide effective supervision and oversight of the clinical education of students and house officers in the VMC.

A strong commitment to excellence in clinical practice, including excellent patient management, exceptional client care, consultation, and referral services to private veterinary practitioners; meaningful clinical outreach; efficient and sound business practices; and following VMC policies and procedures is expected of all faculty members who work in the VMC or other satellite areas, including ambulatory practice. Specifically, faculty members are expected to:

- Practice high-quality diagnosis and management of patients referred by local, state and, regional veterinarians as well as patients presented by the hospital's local clientele.
- Maintain effective and timely communication with Clients by telephone, e-mail, and letters concerning the medical and surgical management of their pets.
- Maintain effective and timely communication with Referring Veterinarians by telephone, e-mail, and referral letters concerning the management of referred cases.
- Accurately complete all medical records in a timely fashion to promote efficient patient management as well as providing information for clinical research and for legal purposes.
- Provide timely and accurate estimates of costs to clients to facilitate efficient billing.
- Foster efficiency among members of the clinical teaching team in managing a large number of patients, while simultaneously maximizing the educational value of these patients.
- Recruit new clients to provide a large caseload, which facilitates the teaching mission of the VMC.
- Comply and adhere to all VMC policies and procedures.
- Consult with students, residents, and other faculty members regarding hospitalized patients.
- Consult with practicing veterinarians locally, regionally, and nationally concerning state-of-the-art patient management.
- Engage in outreach to the animal-owning public and industry constituents.
- Perform all duties with competence, professionalism, and accountability.

4. **Administrative Service**

Faculty members are expected to contribute to the quality of academic life by participation in Departmental, hospital, and College governance and service activities as a member or chair of a committee, in a supervisory or leadership role related to unit activities, as a member of a standing or *ad hoc* committee or task force, via service as a unit representative, as a participant in routine unit governance and in public relations efforts that enhance the visibility and image of the unit. Visiting veterinarians or veterinary practices as outreach to develop and foster relationships helpful to sustain or enhance case referrals is important and valued.

Public relations efforts may include attending special events, developing websites, providing interviews, or writing lay articles. Attendance and participation in service (e.g., service meetings, journal and book clubs, clinicopathologic case conference, and resident case rounds); Department (e.g., faculty professional development seminars, research seminar, faculty meetings, and academic committee meetings); VMC (e.g., service meetings, VMC board meetings, and committee meetings); and College (e.g., College committees,

faculty forums, and other College activities and functions) are encouraged, expected and valued.

A faculty member cannot be active in all these service areas, but participation in selected areas is necessary for the professional growth of the faculty member and for achievement of the goals of the VMC, Department and College. At a minimum, all faculty members in the Department must participate in the activities and governance of their assigned service. Active participation and contribution to committees, task forces or other activities are important, including meeting obligations, responsibilities, and timelines, rather than just being a member of such groups.

5. Professional Service

Faculty members are encouraged to serve their professional organizations. This activity helps to maintain the national and international reputation of the Department, College, and University. Active participation is encouraged for the professional growth of faculty members and may include service as an officer, committee member, member of a credentialing or examining board, member of an advisory board, program organizer for scientific meetings, grant reviewer, journal reviewer, journal editor, or invited panelist.

6. Mentoring

Faculty members are expected to actively participate in and meaningfully contribute to the professional development of faculty members, especially those early in their careers, and trainees through a commitment to effective mentorship, including serving on the mentoring committee(s). Faculty members are expected to actively foster an enriching and supportive working and learning environment through collegiality, civility, and openness to diverseideas and opinions. Faculty mentors receive academic credit for this activity.

The Department views the role of faculty in advising house officers and graduate students as critical to its mission. Each house officer/resident/intern is assigned a faculty member as the clinical training advisor. The training advisor is responsible for mentoring the individual through all aspects of the clinical program and must certify that the individual has obtained sufficient clinical expertise and knowledge to be qualified for the board certification examination in their chosen specialty. Residents dual-enrolled in graduate school must successfully complete their graduate course work and research (successfully defend thesis/dissertation) to successfully complete their residency program. In such cases, failure to complete the dual graduate degree equates to unsuccessfully completing the residency program and the Department and Chair will not sign off on the necessary paperwork for specialty board certification. Each graduate student is assigned a research advisor who may or may not be

the same person as the clinical training advisor.

Faculty members are also expected to advise professional students by facilitating student projects, writing recommendation letters, consulting with prospective employers regarding job placement, mentoring and advising student organizations among other activities.