

UF College of Veterinary Medicine

Promotion and Tenure Guidelines 2015-16

June 15, 2015

Preface

Members of the faculty are the lifeblood of the University. Their multiple but interdependent roles together enhance the stature of the College of Veterinary Medicine (CVM) and the University of Florida (UF) as a whole. The short- and long-term success of the CVM requires the highest level of excellence throughout its missions in research, education, patient care, and service. Each faculty member is expected to contribute unique value to the overall mission of the CVM, thereby enhancing further the stature of the UF. Both the CVM and the UF will succeed as its faculty excel. For this reason, the CVM and the UF not only value, but also reward, excellence in each role to which faculty is assigned. The purpose of this document is to clarify the expectations for promotion and tenure that are tailored to the Departments within the CVM while maintaining consistency with University standards. These guidelines define the levels of achievement that will indicate readiness for advancement within the CVM. These guidelines are also useful templates for career planning by the faculty in regular discussions with their mentors and Department Chairs, and departments should ensure that their practices are within these college guidelines.

Use and Revision of the Guidelines

Each faculty member will have access to the updated electronic version of these guidelines and to the University, College and Departmental websites that provide additional clarifications. Each faculty member has the responsibility to complete all elements of the promotion and tenure packet and to ensure the accuracy of the information provided. Each Department should provide advice on the preparation of the packet through mentors or other assigned individuals who are knowledgeable about the process. These Guidelines will be reviewed regularly by the CVM Faculty Council or designated faculty group and efforts to inform faculty and staff about the promotion and tenure process will be ongoing. The Dean will consider faculty recommended changes, including any deletions, additions or other modifications, following a formal review, discussion and majority vote by the CVM faculty. **Changes will become effective 12 months after final approval by the Dean.** For a period of two (2) years following any approved changes in these Guidelines, faculty members may elect to have their promotion packets considered under either the previous version or the most recently revised version of the Guidelines. The selection of which guidelines to be applied will be indicated by inserting the selected version in the promotion packet.

Missions of the College

The UF and the CVM recognize five major categories of academic responsibility for faculty evaluation and promotion:

1. Teaching
2. Research and Scholarship
3. Patient Care
4. Service
5. Extension

Teaching

Teaching activities include:

- Instruction of undergraduate, graduate and professional students in classroom, small group and laboratory settings, as well as distance and continuing education.
- Instruction of professional students, interns, residents and fellows in a clinical setting.
- Development of new courses
- All preparation for teaching and advising, including studies to keep abreast of one's field
- Supervision of theses and dissertations, as either chair or committee member

An Educational Portfolio is required for all faculty members being recommended for promotion on the basis of distinction in teaching/education (see attachment). Distinction will be documented in each category outlined in the Educational Portfolio and will have differing levels of accomplishments required for advancement depending on the rank and track for each candidate, as described below for the specific faculty tracks. In addition, the Chair's annual evaluation letters and letters supporting promotion/tenure will describe the faculty member's teaching contributions and place the candidate's accomplishments within the teaching duties and expectations of the Department.

Research and Scholarship

Research includes laboratory and clinical investigations and discovery, whether performing as an independent investigator or, in well-established cases, a major contributor to a successful investigative team. In addition, discovery and scholarship in methodology, population sciences, educational methods, and clinical practice, quality and safety (and other areas) constitute research and scholarship for the CVM. Recommendation for tenure and promotion will be based on the levels of distinction documented for research and scholarship within the specific faculty tracks outlined below.

Patient Care

The provision of patient care in the clinical setting or hospital, as appropriate for one's training and qualifications, is a critically important mission of the CVM. For promotion, patient care is one category of academic responsibility considered by the CVM. Attainment of excellence in patient care is documented through achievements described within the Clinical Portfolio (see attachment), detailed within the specific faculty tracks outlined below.

Service

All faculty members are expected to demonstrate good citizenship through service activities for their Department, the CVM, UF and the profession. Faculty service also includes interaction, engagement and leadership within their scholarly communities and in the public domain. Professional and public service contributions that advance the internal and external mission of the University will be evaluated in the tenure and promotion process. Examples of service include, but are not limited to the following two categories,

Internal advancement of the missions of the University:

- Service on University committees, e.g., Faculty Senate, IACUC, IRB and other campus-wide governing committees
- Mentoring of junior faculty
- Service or leadership on Departmental, Hospital or College committees
- Contributions as a faculty member in the operation, development and improvement of the Department, Hospital or CVM
- Service or leadership on search committees
- Program development that enhances diversity

Enhancement of the local, regional, or national academic reputation of the University:

- Participation in the committees and governance of regional or national professional societies
- Participation in committees and bodies advisory to government agencies and foundations
- Service to the lay community through education or consultation
- Creative scholarly contributions to the administrative discipline
- Presentations outside of the institution about the activities of the educational, discovery or patient care missions of the CVM
- Publication in the news media and professional arena that advances veterinary medicine

Extension

Extension represents a separate mission from service as described above. It can represent the primary mission of a faculty member. Extension allows faculty to provide access to educational, economic, and technology transfer resources to citizens, businesses, governmental entities, and other stakeholders in and outside of the State. Other activities include providing continuing education programs and consultative support to veterinarians, and special training sessions in response to emerging animal health issues to veterinarians and the general public. Extension contributions may also be inclusive of academic engagement in teaching, research and service. Recommendation for promotion will be based on the levels of distinction documented for extension within the single or multi mission faculty tracks as outlined below.

An Extension Portfolio is required for all faculty members being recommended for promotion on the basis of distinction in Extension (see attachment). For these faculty members, distinction will be documented in each category outlined in the Extension Portfolio and will have differing levels of accomplishments required for advancement depending on the rank and track for each candidate, as described below for the specific faculty tracks. For other faculty members, distinction in Extension will be documented in categories appropriate to the activities. In addition, the Chair's annual evaluation letters and letters supporting promotion/tenure will describe the faculty member's extension contributions and place the candidate's accomplishments within the expectations of the Department.

Promotional Tracks

Faculty in the CVM may be appointed in one of three tracks: the Tenure Track, the Multi-Mission Track, or the Focused/Single-Mission Track, as described below. All faculty members will have opportunities for promotion based on the achievement of documented excellence within their assignments. Faculty hired into a tenure accruing position will be eligible for tenure when achievements warrant consideration, up to the end of their tenure probationary period.

Tenure Track

Overview

Faculty hired into a tenure-accruing position within the CVM will have a meaningful assignment of effort for the pursuit of research and scholarship. The suggested minimum assignment should be **25%** or greater to provide adequate time for achievement of the research accomplishments needed to advance. In some Departments, lower research assignments may be acceptable if the faculty member has Departmental support to accomplish the research goals necessary to be awarded tenure within the maximum tenure probationary period. In no event should a faculty member in a tenure-accruing position have less than a 10% research assignment. Regardless of the assigned percent of effort, the achievement of ***distinction in research and scholarship*** will be the measure of readiness for promotion and tenure.

Teaching and educational effort is required of all faculty members on the tenure track. The suggested teaching assignment should be no lower than **10%**.

Per UF guidelines, promotion and tenure within the tenure track requires ***distinction in at least two areas***, one of which shall be research, and the other of which may be teaching/instruction or clinical service, or extension depending on the nature of the annual assignment.

Both tenure and promotion decisions represent an evaluation on the part of the University of the faculty member's total value to the University and of his or her potential for the future as evidenced by his or her record. Both require not only a consideration of the candidate's fulfillment of his or her assigned responsibilities in teaching, research, patient care or service, but also a broad scale evaluation

of his or her fitness to fulfill effectively the responsibilities attendant to membership in the University community.

The metrics for defining distinction in the CVM missions are outlined below. Each Department may clarify the definition of distinction for the CVM mission areas with more specificity than that outlined for the College, as appropriate for the disciplines within the Department, while consistent with University standards. Departmental criteria should be developed by the faculty and Chair and should reflect national trends in the relevant disciplines. Every faculty member must have an annual written evaluation by the Department Chair, which will address mission assignment and annual performance. Progress toward promotion, if appropriate, should also be addressed annually. In addition, assistant professors will undergo a mid-cycle review at the end of the 3rd year and at the end of the 5th year employment to address progress toward promotion and tenure. Promotion from associate professor to full professor may be considered any time after appointment as associate professor, but only when the faculty member's accomplishments warrant such consideration. Progress toward promotion will be reviewed at each annual evaluation by the Chair. The Chair's letter should indicate the Departmental metrics for distinction in documenting the candidate's achievements.

A faculty member in a tenure-accruing position must request consideration for tenure no later than the beginning of the last year of the tenure probationary period. It is expected that tenure-track faculty will be prepared to apply for tenure by the end of the sixth year to be awarded tenure in year 7, however in rare circumstances with the recommendation of the Chair and the CVM Promotion and Tenure Committee, the probationary period may be extended in accordance with UF regulation 7.019. The University will award tenure "when ready" and faculty members may request consideration for tenure at any time after 1 year into their tenure-accruing position. In most circumstances, a faculty member will apply for promotion and tenure simultaneously, as the achievements needed for the award of tenure are essentially the same as for promotion within the tenure track. When a faculty member is hired at the rank of associate professor or professor, he/she may apply for tenure after 1 year as a member of the faculty if he/she meets Departmental and CVM criteria for distinction.

If a faculty member is not felt to be on track for achieving tenure after the second mid-cycle review, the faculty member may be eligible to apply for a non-tenure accruing position in the Multi-Mission or Single Mission Tracks, described below. If such a position is not available, the faculty member will continue in the tenure accruing position and must request consideration for tenure no later than the beginning of the last year of the tenure probationary period. If unsuccessful, the faculty member will receive a notice of non-renewal of employment.

An extension to the tenure probationary period is available only for certain situations, but any extension must be approved by the Department Chair, the Dean, and the Provost. A one-year extension of the tenure probationary period may be awarded for faculty with parental duties or family illness (as detailed in the University Regulations 7.019 (3)(c) 1-5). Request for such an extension must occur no later than three months after the onset of the circumstances forming the basis of the request, and must

be before 15 months are remaining to the end of the tenure probationary period. No more than two one-year extensions may be requested for the above reasons.

Promotion from Assistant to Associate Professor on the Tenure Track

Promotion from assistant professor to associate professor in the tenure track requires attainment of distinction in two mission areas, one of which will be research and scholarship. The second area of distinction will usually be teaching and educational achievement; however, patient care or extension may be an appropriate second area of distinction if documented in the annual assignment. In addition, the candidate should demonstrate attainment or progress toward achievement of a national reputation for their research and scholarship.

Research distinction on the Tenure Track

Distinction is defined by demonstration of scholarship and discovery through the following accomplishments:

- Publication of peer-reviewed articles in authoritative scholarly journals. The quality and impact of published articles are more important than the number published. Calculation of the candidate's publication h-index or citing the publication's impact factor may be added to the listing of publications as a means to demonstrate the candidate's impact in the field. The candidate will indicate his/or her contribution as first or senior author for each publication.
- Publications as a member of a successful research team should include a description of his/her contributions to the research effort. Areas in which the faculty member is a team or group member should be documented. Do not include as publications items that do not include the faculty member as an author.
- Attainment of investigator-initiated, peer-reviewed research funding, beyond mentored awards, or demonstration of equivalent levels of scholarship.
- Documentation from "arm's length" external letters of evaluation that the candidate has achieved a reputation of excellence in research and scholarship.
- The Chair's letter should indicate the Departmental expectations for publication productivity within the candidate's Department and discipline and whether the candidate meets these expectations, including the candidate's exact role in research team activities.
- Invitations to present research findings at meetings of scientific societies.
- Invitations to participate in national advisory committees for research foundations, federal funding agencies or other authoritative bodies.
- Evidence for integration of the candidate's research and scholarly accomplishments into established Departmental or national programmatic goals through participation or leadership in combined center grants or program project awards.
- Listing and description of inventions and patent applications and awards (to be listed in #15 of the promotion and tenure template)
- Demonstration of one's reputation within his/her discipline may be documented through participation as:
 - Peer reviewer for scholarly publications

- Service on editorial boards
- Peer reviewer/grader for abstract submissions to extramural, regional, national and international meetings
- Peer reviewer of research proposals for funding agencies, including foundation and federal study sections
- Serving on committees to develop clinical practice guidelines or to formulate healthcare policies
- Membership and leadership within leading national scientific societies of the candidate's field
- Invitations to chair or moderate sessions for presenting original research at national meetings.

Educational Distinction on the Tenure Track

Distinction will be documented via the Educational Portfolio which will include the candidate's student and trainee evaluations, peer evaluations, and other information, including external letters of evaluation, the Chair's assessment through annual evaluations and the Chair's promotion letter. When possible, peer evaluations should be completed on each faculty member by a minimum of two evaluators every three years. For faculty candidates who have not had many years to compile a full portfolio, a minimum of 2 peer evaluations should be included in the Educational Portfolio. When the faculty member is involved in the training of interns, residents or fellows, the coordinator shall also provide a report of teaching effectiveness to include in the Educational Portfolio. When a faculty member is part of the Graduate Faculty, documentation of participation in theses and dissertations must be included (item #12 in the promotion and tenure template). Other forms of academic advisement should be included in the Educational Portfolio.

Other measures of distinction include:

- Evidence that the candidate is recognized outside the institution for his/her educational scholarship through such activities as:
 - Publication in journals devoted to the scholarship of teaching in the discipline
 - Membership and participation in regional, national or international educational societies and boards of the candidate's field
 - Participation in national boards and leadership groups (e.g. ACVIM, AVMA, AAVC, AAVMC)
 - Invitations to present at prestigious national conferences or symposia
 - Invited professorships at other academic institutions
 - Participation in grant review panels
 - Membership on the editorial boards of prominent journals
 - Editorship of scholarly journals
- Awards from professional organizations for teaching

Patient Care Distinction on the Tenure Track

A candidate with a primary assignment for patient care must prepare and submit a Clinical Portfolio which addresses specific metrics for evaluation. Peer evaluations should be completed on each faculty member by a minimum of two evaluators every three years, when possible. For faculty candidates who have not had many years to compile a full portfolio, a minimum of 2 peer evaluations should be included in the Clinical Portfolio. The contribution of the faculty member to establishing the recognition of the UF Veterinary Hospitals (UFVH) as a provider of excellence will be considered in evaluating the faculty member's accomplishments.

Demonstration of contributions and accomplishments should be rated well above average, in annual evaluations. In addition, distinction will be supported by:

- Publication of peer-reviewed articles in scholarly or clinical journals. The quality and impact are more important than the number published.
- Scholarship through publication of observations impacting clinical practice, including case reports, topic reviews, case series, and interpretation of practice patterns and practice guidelines
- Development of expertise in 1 or more areas of subspecialization.
- Letters of evaluation documenting excellence in clinical care, innovation in practice methods, development of new programs and leadership in safety and quality initiatives.
- Highly regarded clinical presentations that inform the local or regional practice community
- The Chair's letter placing the candidate's performance and reputation in the context of Departmental expectations.
- Evidence that the candidate is recognized beyond the institution for his/her clinical accomplishments as documented in the Clinical Portfolio, including:
 - Attainment of a reputation for clinical excellence outside the institution
 - Success in clinical trials or new drug discoveries
 - Record of external grant support
 - Patient referrals from a local, regional, national or international area
 - Participation in national boards and leadership groups within the candidate's field (e.g. AVMA, AAFC, AAVMC, specialty boards, etc.)
 - Invitations to present at prestigious national conferences or symposia
 - Invited professorships at other academic institutions
 - Participation in grant review panels for foundation and federal funding agencies
 - Membership on the editorial boards of prominent journals
 - Editorship of prominent journals
 - Participation in scientific committees advisory to government or foundations
 - Awards from professional organizations
 - In exceptional cases, membership on the editorial boards of prominent journals, editorship of prominent journals, and participation in scientific committees advisory to government or foundations.

Service contributions are expected of every faculty member, but will not constitute accomplishments suitable for the basis for tenure or promotion on the tenure track. However, service activities external to the University will help to establish the candidate's reputation in his/her discipline, and are expected of all candidates as part of demonstrating their contributions to the University and the profession.

Extension Distinction on the Tenure Track

Faculty with an extension assignment should present their scholarly programmatic work and accomplishments for the time period for which tenure/permanent status and/or promotion is being considered. The assignment may vary from a small percentage of FTE to a high percentage of FTE for CVM faculty. Distinction will be documented via the Extension Portfolio which describes the candidate's extension programmatic educational program responsibilities and should contain: a title, objectives, educational methods and a statement of outcomes and impact or progress to date. Recommendations for tenure/promotion will be grounded in the demonstration of distinction in extension-based activities. Examples of some of these activities are listed below:

- Provide continuing education for practicing veterinarians to increase their professional competence. These activities include EDIS publications, newsletters, guide sheets, conferences, seminars, and short courses.
- Provide information regarding health problems to livestock producers, animal owners and allied interest groups through phone consultation, field investigative visits, seminars, EDIS publications and group meetings.
- Interact with industry, practicing veterinarians, and other faculty to help solve health and production issues.
- Educational programs that include conferences and workshops to educate target groups related to the candidate's specialty area.
- Provide educational and training resources to the CVM extension website
- Creation of software application tools
- Provide special training sessions and outreach in response to emerging animal health issues to veterinarians and the general public.
- Provide documented scientific advice and analyses to governmental regulatory agencies.
- Demonstration of one's reputation within his/her discipline in extension activities may be documented through participation as:
 - Peer reviewer for scholarly publications related to extension.
 - Service on editorial boards
 - Peer reviewer/grader for abstract submissions to extramural, regional, national and international meetings
 - Peer reviewer of extension and outreach proposals for funding agencies, including foundation and federal study sections
 - Serving on committees to develop extension programs
 - Invitations to present in area of expertise at national/ international meetings.
 - Obtaining grant funding to support research-based extension activities

Promotion from Associate Professor to Full Professor on the Tenure Track

Promotion from associate professor to full professor in the tenure track requires demonstration of distinction in two mission areas, for research/scholarship, and for teaching unless the primary area of responsibility is in patient care as documented in the annual assignment. In addition, the candidate should demonstrate attainment of an international reputation for their research and scholarship.

Research productivity may be demonstrated in a variety of ways, including but not limited to the list of items below. The associate professor, who expects to be promoted to professor, must show continuing development. Sustained productivity as an independent investigator or collaborator and leadership activity should be evident by national or international recognition for the faculty member's contributions in scholarship and leadership. The professor is expected to be a distinguished authority in his/her discipline and, as such, should be committed to guiding the development of young faculty in their scientific and professional endeavors.

Distinction in Research and Scholarship on the Tenure Track

Candidates for promotion to full professor on the basis of research and scholarship should document excellence in their field that includes accomplishments described previously for associate professor as well as by the following accomplishments.

- Publication of a substantial number of peer-reviewed articles in authoritative scholarly journals. Publication of invited, important review articles, state-of-the-art articles, chapters, books and other forms of enduring scholarly work and communication.
- Establishment of a recognized program of scholarship with international reputation should be described by the candidate's narrative of contribution to the discipline (Item #13 of the promotion and tenure template) and substantiated by the Chair's and evaluators' letters.
- Attainment of sustained investigator-initiated, peer-reviewed research funding, or demonstration of equivalent levels of scholarship.

Educational Distinction on the Tenure Track

In addition to the metrics of accomplishment that are described for associate professor in the tenure-track, a candidate will demonstrate scholarship in the field. The Chair's assessment through annual evaluations and Chair's promotion letter must confirm excellence in the context of the Departmental expectations. Other forms of academic advisement should be included in the Educational Portfolio.

- Distinction must be documented by superior performance in teaching (Item #1 of the Educational Portfolio) documented by learner and peer evaluations, letter(s) from education supervisors, and learner outcomes as well as teaching awards and honors.
- Documentation of excellence is required in two other domains as detailed in the Educational Portfolio, including Educational Scholarship, and Educational Leadership and Service.
- Letters from outside evaluators must identify the candidate's reputation at an international level for his/her educational scholarship.

Patient Care Distinction on the Tenure Track

In addition to the criteria described for promotion to associate professor in the tenure-track, scholarship in clinical matters must be demonstrated.

Extension Distinction on the Tenure Track

In addition to the criteria described for promotion to associate professor in the tenure-track, scholarship in extension activities must be demonstrated for faculty members with a significant assignment in extension.

Multi-Mission Track

Overview

The CVM establishes a Multi-Mission (MM) Track for faculty members who have assignments in two or more mission areas of research, education, patient care and service as described by their position of hire and annual assignment. The MM Track is not tenure-accruing. Faculty members previously in the clinical track or research track as clinical/research assistant, associate, or full professorship will maintain their rank within the MM track. Promotion will be based on attainment of ***distinction in one mission*** which will be the faculty member's primary mission area of teaching/education, patient care, or research, as delineated in the annual assignment, and satisfactory fulfillment of at least one other mission area. After a faculty member is promoted to clinical/research associate professor or professor, the Dean, following consultation with the Department Chair, may exercise the option to offer a multi-year contract depending on available resources and/or sustained outstanding performance.

Faculty members with a primary assignment in research, extension or patient care are also expected to contribute to the teaching mission of the CVM and generally should have a teaching and education assignment of no less than 10%. The faculty member must maintain satisfactory performance in all mission areas other than the primary assignment to be eligible for promotion.

A faculty member with a primary assignment in teaching/education must complete the Educational Portfolio to be included in the promotion packet (insert as item #11.) A faculty member with a primary assignment in patient care must complete the Clinical Portfolio to include in the promotion packet (insert as item #24.) A faculty member with a primary assignment in extension must complete the Extension Portfolio to include in the promotion jacket (insert as item #23). Any MM faculty member may complete and submit either or both portfolios even if they are not being used to support the attainment of distinction in the primary area of assignment. The portfolio will document the breadth of the faculty member's accomplishments and contributions to the Department and CVM missions of clinical care and education.

Promotion in the MM track requires attainment of a national reputation in the candidate's discipline and demonstration of research or scholarly contribution is expected, as described below. By consensus of the faculty and the chair, each Department should establish the expectations for achievement of distinction in each mission area to establish the basis for promotion within the MM track. The Chair's letter should document those expectations and describe how the candidate meets the Departmental qualifications.

The timing of promotion within the MM track will generally be at seven (7) years for promotion from clinical/research assistant to clinical/research associate professor. Every faculty member must have an annual written evaluation by the Department Chair, which will address mission assignment and annual performance. Progress toward promotion should also be addressed annually and the faculty member may apply for promotion when ready. In addition, clinical/research assistant professors will

undergo a mid-cycle review at the end of the 3rd year to address progress toward promotion. While all faculty are encouraged to pursue activities that will lead to academic distinction and promotion, faculty on the MM track are not subject to a fixed probationary period.

Promotion from Clinical Assistant to Clinical Associate Professor on the MM Track

Patient Care Distinction on the Clinical MM Track

A candidate with a primary mission assignment in patient care may be promoted to clinical associate professor with the demonstration of distinction in patient care as documented by achievements detailed in the Clinical Portfolio. The entire portfolio will be evaluated for evidence of clinical distinction. A candidate's portfolio may demonstrate distinction even if one or more of the elements are not applicable or not available. **Evidence for clinical scholarship is required.** Faculty members are also expected to contribute to the teaching mission of the CVM and generally should have a teaching and education assignment of no less than 10% and satisfactory performance as a teacher/educator. All applicable elements of the Clinical Portfolio should be completed. The Educational Portfolio may be completed if desired, to document satisfactory performance in the teaching mission and to fully describe the candidate's scope of work. For faculty candidates who have not had many years to compile a full portfolio, a minimum of 2 peer evaluations of clinical work should be submitted. If other elements, including patient satisfaction scores are not available for the evaluation period, that section should be noted "not available". Publications and presentations which may already be entered in the promotion packet can be highlighted in the Clinical Portfolio if they are particularly relevant to the demonstration of distinction. Demonstration of contributions and accomplishments should be rated well above average, in annual evaluations.

The Clinical Portfolio demonstrates the breadth and impact of one's academic clinical practice and includes the following:

- Scope of the faculty member's clinical practice
- Interdisciplinary evaluations
- Client satisfaction scores
- Commitment to ongoing growth in clinical performance
- Quality of care metrics
- Clinical leadership
- Professional contributions
- Clinical referrals
- Clinical publications
- Clinical trials
- Clinical presentations
- Awards and Honors
- Innovations to improve patient care or client satisfaction
- Specialty certifications
- Introduction or development of novel clinical concepts or procedures to the CVM hospitals

In addition, clinical distinction will be supported by the following elements:

- Letters of evaluation documenting excellence in clinical care, innovation in practice methods, development of new programs and leadership in safety and quality initiatives.
- The Chair's letter placing the candidate's performance and reputation in the context of Departmental expectations.

Educational Distinction on the Clinical MM Track

A candidate will establish teaching/educational distinction through documentation of the elements of the Educational Portfolio which are:

- Excellence in teaching
- Excellence in educational scholarship
- Contribution to academic excellence
- Educational leadership and service

Scholarship in the field must be demonstrated through information included in the 2nd element of the educational portfolio, Educational Scholarship. In addition, the Chair's assessment through annual evaluations and Chair's promotion letter must confirm excellence in the context of the Departmental expectations. When possible, peer evaluations should be completed on each faculty member by a minimum of two evaluators every three years. For faculty candidates who have not had many years to compile a full portfolio, a minimum of 2 peer evaluations should be included in the Educational Portfolio. When the faculty member is involved in the training of interns, residents or fellows, the program coordinator shall also provide a report of teaching effectiveness to include in the Educational Portfolio. If the faculty member has Graduate Faculty status, documentation of participation in theses and dissertations must be included (item #12 in the promotion packet). Other forms of academic advisement should be included in the Educational Portfolio.

- Distinction will be documented by excellence in teaching (Item #1 of the Educational Portfolio) documented by learner and peer evaluations, letter(s) from education supervisors, and learner outcomes as well as teaching awards and honors.
- Distinction in educational scholarship may include demonstration of a focus of educational scholarship by peer reviewed publications, presentations, or educational materials.
- Academic excellence will be determined by clear evidence of ongoing commitment to advising and mentoring medical students, graduate students, residents, fellows and junior faculty.
- Excellence in educational leadership and service would be demonstrated by curriculum development, service on a major education-related committee within the institution, and improving skills in the education mission.
- Extramural reputation may be documented through participation and leadership in regional or national educational organizations or committees within the candidate's professional societies; participation as a peer reviewer for funding agencies; participation as a peer reviewer of manuscript submissions to prominent journals; service on the editorial board or as editor of scholarly journals; awards from professional organizations.

In addition, educational distinction will be demonstrated by:

- Letters of evaluation documenting excellence in teaching, innovation in educational methods, development of new curricula and leadership in teaching and education.
- The Chair's letter placing the candidate's performance and reputation in the context of Departmental expectations.

Promotion from Research Assistant to Research Associate Professor on the MM Track

Research Distinction on the Research MM Track

Promotion from research assistant professor to research associate professor in the MM track with a primary assignment in research and scholarship requires attainment of distinction in research and scholarship. The Educational Portfolio and/or Clinical Portfolio may be completed if desired, to document satisfactory performance in the teaching mission and to fully describe the candidate's scope of work. The candidate is expected to demonstrate research distinction by following the criteria described for distinction in research for promotion to associate professor in the tenure track.

Service Distinction on the MM Track

Service contributions are expected of every faculty member but normally will not constitute accomplishments suitable for the sole or primary basis for promotion. Service activities external to the University will help to establish the candidate's reputation in his/her discipline, and are expected of all candidates as part of demonstrating their contributions to the University and the profession. If a faculty member has a primary service assignment which cannot be designated within a Teaching, Clinical or Research Mission, the faculty member should fully describe the role and accomplishments achieved within this category. Scholarship Positive effectiveness must be demonstrated. The Chair's and/or Dean's annual evaluation and promotion letter should document excellence in the performance of the candidate's activities. Outside evaluators should confirm the candidate's achievement of distinction in service. Other elements that may document distinction in service activities could include:

- Documentation of substantial activity and productivity within the service assignment
- Excellent regional or exceptional internal reputation as a leader within the service assignment as documented in letters of evaluation.
- Scholarship related to the primary service mission
- A record of one or more of the following:
 - Evidence of novel and/or innovative program development and implementation
 - Evidence of a major leadership role in a Department or Center
 - Invitations to present at extramural meetings
 - Documentation that the candidate has had significant interaction and positive engagement with communities outside the CVM
 - Acquisition of external funding in support of service programs
- Scholarship related to community professional service

Extension Distinction on the MM Track

Promotion from assistant professor to associate professor in the MM track with a primary assignment in extension requires attainment of distinction in that discipline. The Educational Portfolio and/or Clinical Portfolio may be completed if desired, to fully describe the candidate's scope of work. The candidate is expected to demonstrate extension distinction by following the criteria described for distinction in research for promotion to associate professor in the tenure track.

Promotion from Clinical Associate Professor to Clinical Professor on the MM Track

Promotion from clinical associate professor to clinical professor in the MM track requires demonstration of distinction and an international reputation in one mission area. The clinical associate professor, who expects to be promoted to clinical professor, must show continuing development. Sustained excellent performance in the primary mission area should be evident by national or international recognition for the faculty member's contributions in clinical service, scholarship and/or leadership. The professor is expected to be a distinguished authority in his/her discipline and, as such, should be committed to guiding the development of young faculty in their professional endeavors.

Patient Care Distinction on the Clinical MM Track

In addition to the metrics of accomplishment that are described for clinical associate professor in the MM track, a candidate will demonstrate scholarship in their field of patient care. The Chair's assessment through annual evaluations and Chair's promotion letter must confirm excellence in the context of the Departmental expectations.

- Distinction must be documented by superior performance in patient care, as measured through interdisciplinary evaluations, client satisfaction score, patient outcome metrics, and other metrics included in the clinical portfolio. Metrics of increased capability/ performance in 1 or more areas of subspecialization.
- Documentation of scholarship in patient care through peer-reviewed publication relating to their field.
- Letters from outside evaluators must identify the candidate's reputation at an international level for his/her reputation in their field of patient care.

In addition, distinction will be supported by:

- Letters of evaluation documenting excellence in clinical care, innovation in practice methods, development of new programs and leadership in safety and quality initiatives.
- The Chair's letter placing the candidate's performance and reputation in the context of Departmental expectations.

Educational Distinction on the Clinical MM Track

Promotion to the rank of clinical professor in the MM track with a primary focus on education requires documentation in the Educational Portfolio as described for Educational Distinction for

promotion to full professor in the tenure track. Educational distinction includes criteria described for promotion to professor on the MM track.

- Excellence in educational scholarship is required for promotion to professor. On average, approximately one presentation per year and one publication every two years would be suggested for promotion to professor (as detailed in the educational portfolio).

Promotion from Research Associate Professor to Research Professor on the MM Track

Research Distinction on the Research MM Track

Promotion from associate professor to full professor in the Multi---Mission track requires demonstration of distinction for research/scholarship as described for the rank of professor under the Tenure---Track. Specifically, the candidate should demonstrate attainment of an international reputation for their research and scholarship. The Educational Portfolio and/or Clinical Portfolio may be completed if desired, to document satisfactory performance in the teaching mission and to fully describe the candidate's scope of work. Criteria will include those listed for promotion to associate professor in the tenure track and MM tracks.

Service Distinction on the MM Track

Categories for performance that will be evaluated for promotion to professor are identical to that listed for promotion to associate professor. Evidence of distinction and scholarship are required.

Extension Distinction on the MM Track

Categories for performance that will be evaluated for promotion to professor are identical to that listed for promotion to associate professor. Evidence of distinction and scholarship are required, including metrics documenting an international reputation in extension.

Single Mission Track

Overview

Faculty with $\geq 90\%$ mission assignment in research or teaching, may have an appointment in the Focused/Single Mission (SM) Track in the CVM. These positions are not tenure-accruing.

1. Faculty members whose assignment is $\geq 90\%$ research, usually as a member of a successful research team, will be appointed in the Research Professor track. The ranks within the Research tract are research assistant scientist, research associate scientist, and research scientist. Faculty holding these titles normally will have no regular teaching duties. The SM Research track is reserved exclusively for non-tenure accruing faculty positions fully funded by external sources. In most instances, this will be used primarily for individuals with extensive post-doctoral experience who are ready to assume greater responsibilities and autonomy within a PI's lab. If such individuals are highly successful as measured by publications and the ability to secure

significant external funding independent of the lab's PI, mechanisms are in place at the University of Florida to permit such individuals to advance in rank. It is possible that senior individuals with a well-developed research area and a record of significant external funding may wish to devote his or her effort fully to research. Such a person might be appointed on the SM track as a research associate scientist or research Scientist.

2. Faculty members whose assignment is $\geq 90\%$ teaching will be appointed on the lecturer track.

Research Distinction on the SM Track

Assistant Research Scientist

- Hold an earned doctorate in an appropriate discipline
- Significant post-doctoral training
- Potential for scholarly development
- Strong potential for external funding
- Strong potential for development as an independent investigator
- Responsibilities and performance must exceed that typical of post-doctoral fellows in the department

Promotion from Assistant Research Scientist to Associate Research Scientist

Promotion from assistant research scientist to associate research scientist requires demonstrated distinction in research as documented by:

- Publication of peer-reviewed articles in authoritative scholarly journals. The quality and impact of published articles are more important than the number published. Calculation of the candidate's publication h-index or citing the publication's impact factor may be added to the listing of publications as a means to demonstrate the candidate's impact in the field. The candidate will indicate his/her contribution for each publication.
- Contributions to a research team which successfully obtained investigator-initiated, peer-reviewed research funding. The candidate will indicate his/her contributions to the research effort.
- Documentation from letters of evaluation that the candidate has achieved a reputation of excellence in research and scholarship.
- The Chair's letter should indicate the Departmental expectations for research productivity within the candidate's Department and discipline and whether the candidate meets these expectations, including the candidate's exact role in research team activities.
- Invitations to present research findings at meetings of scientific societies.
- Invitations to participate in national advisory committees for research foundations, federal funding agencies or other authoritative bodies.
- Demonstration of a record of significant external research funding.
- Proof of independent research (e.g., PI on grants or major contracts and/or significant contributions as co-investigator).

- Listing and description of inventions and patent applications and awards (to be listed in #15 of the promotion packet)

Promotion from Associate Research Scientist to Research Scientist

The candidate is expected to demonstrate research distinction through the following accomplishments:

- A record of peer-reviewed articles in authoritative scholarly journals which has been sustained over time. A record of sustained significant extramural research funding (or funding support)
- Contributions to a research team which has a successful record of sustained, extramural investigator-initiated, peer-reviewed research funding. The candidate will indicate his/her contributions to the research effort.
- Service on study sections for governmental and private funding organizations.
- The Chair's letter as described for research performance for promotion to the professor in the tenure-track.

Education Distinction on the SM Track

Promotion from Lecturer to Senior Lecturer

A candidate will document teaching/educational distinction through submission of the Educational Portfolio which will include the candidate's student and trainee evaluations, peer evaluations, and other information. Scholarship in the field of education must be demonstrated. The inclusion of the Chair's letter, annual evaluations, peer evaluations, resident and graduate training are described in the section covering educational distinction for the MM track. Other forms of academic advisement should be included in the Educational Portfolio.

- Distinction must be documented by excellent performance in teaching (Item #1 of the Educational Portfolio) documented by learner and peer evaluations, letter(s) from education supervisors, and learner outcomes as well as teaching awards and honors.
- Extramural reputation is desirable but not required, through participation and leadership in regional or national educational organizations or committees within the candidate's professional societies; participation as a peer reviewer for funding agencies; participation as a peer reviewer of manuscript submissions to prominent journals; service on the editorial board or as editor of scholarly journals; awards from professional organizations.

Promotion from Senior Lecturer to Master Lecturer

A candidate will document sustained distinction in teaching/education through the elements documented in the Educational Portfolio which will include the candidate's student and trainee evaluations, peer evaluations, and other information. Refer to the section above for references to the Chair's and other evaluations. Other forms of academic advisement should be included in the Educational Portfolio.

- Distinction must be documented by sustained, superior performance in teaching (Item #1 of the Educational Portfolio) documented by learner and peer evaluations, letter(s) from education supervisors, and learner outcomes as well as teaching awards and honors.
- Excellence in two other domains should be documented through the Educational Portfolio, including Educational Scholarship, and Educational Leadership and Service.
- Extramural reputation is desirable, as documented through participation and leadership in regional or national educational organizations or committees within the candidate's professional societies

For Faculty appointed in Departments within Two Colleges

Faculty will follow the promotion and tenure policies for the lead College in which their assignment falls or which is their tenure home (in the case of tenure-track appointments). The individual faculty member, with approval of the Department Chair, will follow the respective College guidelines at the first mid-cycle review so that career planning will follow a clear path to advancement. At the time of nomination for promotion, the faculty member will insert the policy of the selected college in the promotion packet.

A subcommittee consisting of three members each (at the rank of tenured full professor) from the CVM Promotion and Tenure Committee and the other College Promotion and Tenure Committee will serve as the Joint College Advisory Committee for candidates. The Joint College Advisory Committee will review the promotion and/or tenure packet for each candidate from and provide a recommendation to the Dean of the CVM and the Dean of the other College. Both Deans will indicate support or non-support for the candidate. If the decisions diverge, the Vice President for Health Affairs will submit a decision of support or non-support for the candidate.

**2015-16 Clinical Portfolio Template
UF College of Veterinary Medicine**

*The purpose of this clinical portfolio is to provide documentation of clinical excellence for faculty who have a major clinical assignment. Information provided here should not duplicate what is already contained in other sections of the Promotion and Tenure packet. Rather, you should expand and comment on the importance of some items (e.g. clinical publications, presentations) in addition to adding pertinent data that will establish excellence in patient care. For each of the following 12 components, please enter all information that is available for your clinical activities. You should state “none” or “not available” for elements not applicable in your circumstance. You may delete the instructions (presented in italics) prior to finalizing your portfolio. **Please limit the completed portfolio to 12 pages.***

1. Scope of the faculty member’s clinical practice;

- a. *Candidates should compose a reflective statement that expands upon information provided in Sections #2 and 3 of the P&T packet. Use first person. Describe your primary practice setting, typical patient caseload, and how your clinical practice integrates with other clinical care practices, departments, educational efforts, or research activities. Highlight the impact of your clinical work e.g. through referrals because of your expertise, innovation of clinical skills, unique expertise in the region or broader and overall value to the institution.*

- b. *The following chart should be completed and expanded as available.*

Year (July 1-June 30)	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
# Weeks on Clinics						
# Students/Rotation						
# House Officers Supervised						
% Service Chief Assignment						
Additional Optional Information						
Annual Service Caseload						
Annual Service Revenue Rollup						
Annual Service Gross Revenue						
Annual Service Net Income						

2. Evaluations (insert or summarize);

- a. *Highlight the chair’s assessment of clinical performance as contained in the annual letters of evaluation. This information may be presented as a descriptive summary or in table format.*
- b. *Include any available report(s) from at least one interdisciplinary evaluation (i.e. by peers, referring colleagues, chief of staff, veterinary technician, etc.). The evaluation should demonstrate evidence of excellence in clinical care through ratings of core competencies, such as: professionalism, collaboration, expertise in area, demonstration of efficiency and cost-effectiveness of clinical care as outlined in the peer evaluation form or a 360° evaluation form. Ideally, this evaluation should be completed annually by a minimum of two evaluators. Insert evaluations forms here, or if many, summarize*

here and include the forms in Section #33 of the packet. These may be completed by any colleague or staff member.

3. Client satisfaction scores (insert or summarize);

- a. Provide any available assessment of client satisfaction with the quality of care and communications rendered by the candidate. The definition of client in this context is the owner/trainer of the patient and/or the referring veterinarian. Metrics should be provided for the most recent five years, if available. This information is collected within UFVH. If individual-level data are not available, include any available information that is relevant to the candidate, such as overall scores for the specific inpatient or outpatient service or clinic location. Indicate your role within that setting, if group data are provided. Provide benchmark results for the department, if available. Questionnaires may cover such items as:
 - i. Timeliness of communication by clinician
 - ii. Experiences with clinician communication in response to questions
 - iii. Client/Patient centered care – experiences with the quality of care provided
 - iv. Overall satisfaction with the service provided
- b. Additional sources of client satisfaction feedback might include unsolicited client feedback. Please label any direct client comments under using heading “Unsolicited client comments” and include the date received.

4. Commitment to ongoing growth in clinical performance;

Include any elements that indicate maintenance of skills, participation in certification processes, and participation in programs that advance the scope or skills of your practice in the field. Examples include:

- a. Improvement of your knowledge or clinical practice skills through CE courses, recertification procedures and passing credentialing or board examinations.
- b. Development of new clinical or procedural skills. Providing unique techniques, procedures or skills for care within the department or institution. For patents and copyrights of clinical material refer to items already listed in Section #15 (Patents and copyrights), and describe how these enhance or have the potential to enhance patient care and improve outcomes.
- c. Development and implementation of new models of care delivery, clinical pathways, leadership of interdisciplinary teams or other creative activities designed to evaluate and improve the quality of medical care.
- d. Include examples of practice reorganizations, analysis of health care delivery, improvements in access or cost-effectiveness or other creative interventions that have improved the health of populations, the efficiency of practice or the quality of care.
- e. Cite works and activities previously described in Section #14 (Creative Works or Activities) here if they are directly related to enhanced patient care or client outcome.

5. Quality of care metrics [Note: The UFVH has minimal quality of care metrics established at this time. This section is currently applicable to surgical and anesthesia services] ;

Include evidence of excellence in the quality of care including compliance with discipline and hospital specific quality metrics that are based on established best practices if available. These include surgical checklist compliance. A minimum of three years is acceptable.

6. Clinical leadership;

Provide a description of your role(s) as a leader in clinical practice within the institution or beyond.

Examples include membership on departmental or hospital committees such as infection control or service chief. Describe each leadership role and how you positively influenced client/patient care programs. Additional indicators of clinical leadership include program building and mentoring junior faculty within the clinical practice setting. Building integrated programs that span other disciplines and departments should be highlighted.

7. Professional Contributions;

List significant contributions to professional societies, clinical task forces and state, national and international agencies. Do not simply repeat the list of same memberships that are included in Section #26 (Membership and Activities in the Profession). Instead, describe your specific contributions to these local, regional, or national entities. Statements from leaders within these organizations may be included here. Indicate if the comments were unsolicited.

8. Clinical referrals [Note: faculty members who practice only in hospital- based practices (primary care clinician , radiologist, anesthesiologist, pathologist) need not complete this section unless applicable];

Document the number of clinical referrals to your specific service if available on an annual basis. You may also include data that demonstrates the impact of downstream referrals by you to other faculty members (case transfers).

9. Clinical Publications;

Highlight those publications already listed in Section #16 (Publications) that have resulted in changes and improvement in clinical care. List all clinically related scholarly activity not included in Section #16 (Publications). These items may include patient information guides, written or web-based practice information for the clinical care team, and other products as distinct from peer reviewed research publications.

10. Clinical Presentations;

Highlight the presentations already listed in Section #17 (Lectures, Speeches, Posters, Presented at Professional Conferences) which specifically address clinical topics. Also include presentations in local and regional settings that address clinical quality improvement projects and indicate if they were part of an overall program that changed culture or practice within the UF Veterinary Hospitals.

11. Awards and Honors;

Highlight any awards and honors already listed in Section #27 (Honors) relevant to clinical care and accomplishments. List all local, regional and national awards including patient recognitions, departmental acknowledgements and other citations for clinical accomplishments. Please list the criteria for the award or honor to provide context for the reviewers.

12. Other pertinent information

Provide documentation that supports clinical excellence not cited in other sections of this package. Examples may include client testimonials, donations in honor of the clinician by a grateful client, and other recognitions from peers or trainees. (Indicate if unsolicited by creating a heading "Unsolicited" for any included direct comments.

**2015-16 Educational Portfolio Template
UF College of Veterinary Medicine**

*The five headings listed below are designed to provide candidates with the opportunity to document their achievement of distinction in teaching/education. Include all elements that are relevant. You do not need to list items which are not applicable to your circumstances. This segment is not intended to duplicate other aspects of the packet, but to enhance and expand the descriptions of your educational accomplishments. You may also indicate “see Educational Portfolio” for relevant referencing within your description of accomplishments in Section #9 (Teaching, Advising, and Instructional Accomplishments). However, you should not avoid completion of a thoughtful response to Section #9. The quality of the elements included in this portfolio is more important than quantity. **Please keep to a limit of 12 pages for the entire portfolio.** You may include selected illustrative examples of course syllabi, assessment tools, novel instructional media, etc. in this portfolio (#3f). Instructions (in italics) may be deleted from the completed portfolio. Insert the completed document directly into your Promotion Packet as # 11 (Educational Portfolio).*

1. Educational Narrative. *In addition to the information provided in Item #9 (Teaching, Advising, and Instructional Accomplishments) of the Promotion and Tenure packet, briefly describe here your personal philosophy toward education. Indicate how you have responded to learner and observer feedback in adjusting your teaching approach, and any resulting improvements in evaluations or outcomes. Explain the role your teaching has had in advancing your career and any aspirations you have toward educational leadership within the College of Veterinary Medicine, University of Florida or at a national level. (1/2-1 page)*

Optional: you may include a letter from an education supervisor (program director, course director, department chair, Associate Dean for Education, etc.) documenting your performance in your teaching role. Include the scope of teaching, evidence of creativity, highlights or major accomplishments, use of novel and varied pedagogical methods, and responsiveness to feedback regarding teaching skills.

2. Instructional Activities and Evaluations. *List all your instructional activities since hire, or since your last promotion – whichever is applicable -- under the applicable categories. If any are recurring activities, list once and indicate the number of times or years you have performed the role(s). **After each category, please comment** on the student/trainee evaluations already posted in Section #10 (Teaching Evaluations) of the Promotion and Tenure packet. E.g. “My student evaluations have always exceeded the departmental means for these lectures.”*

a. Teaching Activities and Evaluations

- i. **Course Director** *(indicate if for the College of Veterinary Medicine, Graduate School, undergraduate course. Provide course number and title. Semester and year(s) you were course director.*
- ii. **Lectures within Courses** *(lecture title, course name and number, semester and year(s) provided)*
- iii. **Lectures in other forums** *(indicate lecture title and venue, dates, location – if not onsite)*
- iv. **Small group and seminar sessions led** *(provide course name, frequency of meetings, semester and years(s).*
- v. **Clinical teaching of professional students (DVM and graduate)** *Provide a description of setting, type of trainee, frequency of contact, number of trainees for each rotation. Indicate the number of weeks or months for each academic year you serve as clinical instructor.*

- vi. **Clinical teaching of interns, residents or fellows.** *Provide a description of setting, type of trainee, frequency of contact, number of trainees for each rotation. Indicate the number of weeks or months for each academic year you serve as clinical instructor.*

Note: Peer Evaluations should be inserted in the Packet as item #10 B. (Peer Assessments).

- b. **Learner outcomes.** *Describe any objective outcomes for learners which have resulted from your activities. E.g. pass rates on resident in-service or Board exams, students who choose to enter your area of specialization partially as a result of your mentoring, etc.*

3. Educational Scholarship. *Describe items under the categories listed below.*

- a. **Grants.** *Indicate national, regional, institutional applications. Provide title, agency, date, and indicate whether funded or not.*
- b. **Peer-reviewed education-related publications.** *Cite publications by number from Section #16 (Publications) of the Packet. Indicate your role in the project that resulted in the publication and the impact the work has had at the institutional, regional or national level.*
- c. **Books and Book Chapters.** *Cite by number and title from Section #16 of the Packet. Indicate your role in the project that resulted in the publication and the impact the work has had at the institutional, regional or national level. Indicate whether invited.*
- d. **Other publications.** *Cite by number and title from Section #16 of the Packet. Indicate your role in the project that resulted in the publication and the impact the work has had at the institutional, regional or national level. Indicate whether invited.*
- e. **Educational Presentations.** *(E.g. presentations on educational methods, assessments, or other innovations). List by number and title from Section #17 (Lectures, Speeches, Posters, Presented at Professional Conferences) of the packet. Indicate whether invited and in what category (international, national, regional, state, local, other).*
- f. **Educational materials.** *Describe new and revised syllabi, assessment tools, video and on-line instruction, simulation methods, and others. Enter illustrative examples in this section, if relevant.*
- g. **Peer review activities related to educational scholarship.** *List participation as a reviewer, editor, or member of an editorial board of an education journal. Describe service as an abstract reviewer, grant reviewer or program planner for educational conferences and professional societies.*

4. Educational Leadership/Recognition

- a. **Major educational Responsibilities.** *Indicate role, title, and inclusive dates (e.g. clerkship director, program director, internship director, residency director, vice chair for education, assistant dean, etc.)*
- b. **Awards and Recognition.** *List teaching award by the categories listed below and include title of award(s), descriptions of criteria for award, and date of award.*
 - i. Department
 - ii. College
 - iii. University
 - iv. Academic or Professional Society
 - v. Other
- c. **Membership or leadership in institutional educational committees, task forces or panels, etc.**
- d. **Membership or leadership in extra-mural (regional and national) educational committees, task forces or panels, etc.** *(E.g. Professional Societies, Program Directors, AAVMC, AAVC, AVMA etc.)*

5. Mentorship. *Describe individuals and groups mentored by category below. Indicate, if available, the achievements and accomplishments of mentees. List any individual research mentees. Describe any group mentees, e.g. residency interest groups.*

- a. **Faculty** *Include scholarly mentoring of junior faculty, participation in peer evaluation, etc.*
- b. **Residents, Interns and Fellows**
- c. **Students**
- d. **Post-doctoral fellows**

**2015-16 Extension Portfolio Template
UF College of Veterinary Medicine**

(Adapted from: IFAS Extension Program Section Tenure & Permanent Status and/or Promotion Documentation Details by William R. Summerhill, Professor Emeritus, Millie Ferrer, Professor and Associate Dean for Extension, County Operations February, 2007)

Extension Component

The purpose of this component of the Teaching Portfolio is to provide documentation of extension excellence for faculty who have a major extension assignment. Information provided here should not duplicate what is already contained in other sections of the Promotion and Tenure packet. Rather, it should expand and comment on the scholarly programmatic work and accomplishments for the time period for which tenure/permanent status and/or promotion is being considered.

DESCRIPTION OF JOB DUTIES

The description of Extension's job duties should delineate the major areas of assignment. The applicant may wish to provide a percentage breakdown for each program. Examples of description of job duties in extension are:

Faculty With (Equine) Extension Appointment (Example)

The faculty member provides leadership and coordination for statewide extension educational efforts to educate each of the target groups of the equine industry, and consist of equine preventative health care, recognition and management of infectious diseases, and understanding the equine industry and welfare issues such as the Unwanted Horse.

EXTENSION PROGRAM SECTION

The objectives for this section are to describe the components of the Extension Program and demonstrate how the candidate has satisfied the criteria for tenure/permanent status/promotion. It is important to emphasize again that the description of job duties provides a useful basis for organizing the Extension Program Section. It is helpful to briefly reiterate the job duties in an introductory paragraph before starting the program section. Following are examples of introductory paragraphs taken from the job description for equine extension written above.

"During the period covered by this application, the faculty member's extension assignment was in equine health, with major focal areas to improve horse production and performance in the state of Florida through the transfer of knowledge and technology".

"During the period covered by this application, this faculty member's primary assignments were in equine health, and overall program leadership, and administration".

Following the written introductory paragraph of the faculty member's extension focus a description of the applicants Programmatic Educational Program section should include these five components (program title, situation, program objectives, educational methods, and outcomes/impacts) found below.

Program Title: The program title sets forth the specific focus of the program being reported. It should clearly and succinctly convey the nature of the program, in essence serving as an abbreviated description. For example: "Improving Health in Florida Equine Industry", "Reducing the Incidence of Infectious Diseases", "Title of Workshops or Conferences" Catchy logos and/or titles used in promotional

efforts, or straight subject matter listings (Health, Infectious Diseases, Beef/Production Medicine , Nutrition, Finances etc.) do not clearly describe the essence of the program.

Situation: The Situation section should convince the reader of the need for the program by stating the relevant issues in the community (shown by using local data), and the expected returns on investment in the program to address/solve these and who the intended audience(s) is/are. Inclusion of this component assures that the scope and impact of the program effort is seen within a meaningful situational context. The situation statement enables the reader to obtain a feel for the extensiveness and significance of the problem(s) addressed by the educational program. Again, this should be brief and focused – ½ to ¾ of a page is usually sufficient.

Program Objectives: The program objectives should be clear, measurable and concise statements of the major intended outcomes of the program, i.e., the major changes that were expected to be made by the participants (Target audiences - veterinarians, producers, animal owners, etc). These may be expressed in terms of changes in, practices, knowledge, attitudes, skills, etc. The objectives are derived directly from the situation statement (expected returns on investment), therefore the tie with the situation statement should be obvious. The end result (i.e., impacts) of these changes that affect participants' economic, environmental or social status can be discussed in the Outcomes/Impacts Section.

Educational Methods and Activities: In this section, the nature and extent of the educational efforts are delineated, i.e., a succinct but comprehensive sequential synopsis of the actual teaching/learning activities (numbers and types of educational programs, newsletters developed, mass media used, visual aides, field demonstrations, in-service, etc.) carried out during the time period, including cooperative endeavors with other groups and agencies. Again, there should be a clear tie between the educational efforts and the objectives. Summary tables and the use of bullets are extremely helpful. It is also a good idea to mention the support materials produced (e.g., 5 fact sheets, 3 PowerPoint slide sets, etc.) without repeating the entire citation for each.

Outcomes/Impacts: In this section, the results of the educational efforts are reported. These should speak directly to and be reported in the same order as the objectives previously stated. In fact it is always a good idea to restate the objectives and report outcomes and impacts for each. This prevents the reader from referring back to the Objectives section to determine if the expected objectives were achieved. Here is where the reader is informed of the extent to which the stated objectives were reached, or the progress to date in reaching them. Relevant information on other impacts of the program should also be included. The results should be quantifiable and provide clear evidence of progress made. Potentially to be included would be number of clientele involved (reached) through the programs, and changes that occurred within them or their situation. This could include changes in their knowledge, attitudes and skills, changes in the way they do things (practices), and/or the consequences of their using the information and adopting the practices taught in the educational program (end results).

OTHER PROGRAMMATIC EFFORTS

There may be other significant program activities and accomplishments that should be reported but do not directly relate to one of the major program responsibilities listed in the description of job duties. In other words, there may be certain significant activities that tend to stand alone, such as work with an overall advisory committee, a community development effort, etc. These should not be left out, and may be reported under the heading of Other Programmatic Efforts, with a brief summary paragraph devoted to each.