

July 1, 2021

UF College of Veterinary Medicine Promotion and Tenure Guidelines

Submitted for vote by the CVM Faculty in July, 2021

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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 (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, extension 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

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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. Efforts to inform faculty and staff about the promotion and tenure process will be ongoing.

These Guidelines will be reviewed regularly and may be modified, amended or changed by majority vote of the CVM faculty. All proposed changes will be presented for faculty review and comment. Once approved, the Guidelines will become effective immediately. If a faculty member has at least three (3) years of service at UF as of the date on which the new tenure and promotion criteria are adopted, the faculty member shall be evaluated under the criteria as they existed prior to modification, unless the faculty member notifies the University prior to commencement of the tenure or promotion consideration that the faculty member chooses to be evaluated under the modified criteria. The selection of which guidelines will 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 and Education
2. Research and Scholarship
3. Patient Care
4. Service
5. Extension

Teaching and Education

Teaching and educational activities are central to the mission of the CVM and the University. Teaching and education is broadly defined and can include activities at multiple levels including; instruction of undergraduate, graduate and professional students in classroom, small group and laboratory settings, distance (online) and continuing education; instruction of professional students, interns, residents and fellows in a clinical setting; supervision of theses and dissertations, as either chair or committee member; scholarly activities that further the teaching and educational mission; development of new courses and revision of existing courses. An Educational Portfolio ([Appendix 1](#)) is

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required for all faculty members being recommended for promotion on the basis of distinction in teaching/education.

Research and Scholarship

Research and scholarship are essential to the mission of the CVM. Research and scholarship is broadly defined and can include; activities that generate new knowledge; create new technologies; develop new and improved research, clinical, teaching, patient care or extension approaches; derive new materials and uses; and integrate existing knowledge in new ways that provide increased understanding. In addition, discovery and scholarship in methodology, population sciences, educational methods, and clinical practice, quality and safety (and other areas) can constitute research and scholarship for the CVM. Research and scholarship can be performed by an independent investigator or by individuals that are a major contributor to a successful investigative team. Distinction in research and scholarship is required for tenure and demonstrated in the main body of the promotion and tenure packet.

Patient Care

The provision of patient care or diagnostics in the clinical setting, hospital, or diagnostic areas as appropriate for one's training and qualifications, is a critically important mission of the CVM. For promotion and tenure, patient care can be one category of academic responsibility considered by the CVM. When patient care efforts are carried out in coordination with professional student clerkships, a portion of the assigned effort will be considered clinical service and the remainder will be considered clinical teaching. In general, client-facing services spend an estimated 50% of time on teaching and 50% on patient care. Faculty in diagnostic and support services may have different ratios of teaching to patient care, depending upon student and house officer participation in the activities. For faculty that perform any clinical or diagnostic services, the Chair will work in concert with the faculty member to determine the appropriate allocation of effort to clinical service and teaching and will outline this in the annual evaluation letter. A Clinical Portfolio ([Appendix 2](#)) is required for all faculty members being recommended for promotion on the basis of distinction in patient care.

Service

All faculty members are expected to demonstrate good citizenship through service activities for their Department, the CVM, UF and the profession. Service includes two major categories; internal advancement of the missions of the University; or enhancement of local, regional, or national priorities in the University mission areas of Teaching/Education, Research and Scholarship, Patient Care or Extension. Internal service includes but is not limited to service/leadership on Departmental, Hospital, College or University committees, contributions to operation, development or improvement of departmental, hospital, college or university missions, programs that enhance diversity in the workplace and promote a collegial environment. External service includes but is not limited to service/leadership on committee's or in governance of regional or national professional societies, service/leadership on advisory boards to relevant stakeholders, and service to the local, regional, national and international

communities. Faculty service can also include 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 can be criteria for advancement and distinction in this area as demonstrated in the main body of the promotion packet.

Extension

Extension is distinct from service, and can represent the primary mission of a faculty member. Extension faculty develop and 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. An Extension Portfolio is required for all faculty members being recommended for promotion on the basis of distinction in Extension ([Appendix 3](#)).

Promotion and Tenure

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 and scholarship, patient care, service, or extension but also a broad scale evaluation of his or her fitness to fulfill effectively the responsibilities attendant to membership in the University community.

The usual time frame expected for promotion, combined promotion and tenure and/or tenure can vary for each mission and are defined in each section. Similarly, the metrics for defining distinction in the CVM missions are outlined in each section and additional guidelines for research and scholarly productivity are provided in [Appendix 4](#). 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, both tenure accruing and non-tenure accruing faculty will undergo a mandatory mid-cycle review at the end of the 3rd year from date of hire by the Promotion and Tenure Committee to address progress toward promotion and tenure. Associate Professors may undergo an optional mid-cycle review at the end of the 3rd year after the previous promotion, if they so choose. A Chair's letter will be prepared for each candidate during both the 3rd year review and for each advancement. The Chair's letter should indicate the Departmental metrics for distinction in documenting the candidate's achievements if they are distinct from CVM college metrics. Distinction

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will be documented in each category outlined in the body of the Promotion and Tenure Packet as well as relevant additional portfolios (Education and Teaching, Patient Care, and Extension). In addition, the Chair's annual evaluation letters and letters supporting promotion/tenure will describe the faculty member's contributions and place the candidate's accomplishments within the expectations of the Department and the College.

Process for Promotion and Tenure

For tenure and promotion cases, the candidate's tenure and promotion dossier will be assessed for completeness by the college tenure and promotion administrator in the College of Veterinary Medicine Human Resources department. The dossier will be initially considered by the Chair and the eligible departmental voting faculty to which the candidate belongs. The results of the vote by the eligible department faculty are shared with the candidate. With the candidate's approval, the dossier is then forwarded to the College of Veterinary Medicine Tenure and Promotion committee for consideration, along with the Chair's letter and the vote of the eligible Departmental faculty. After the candidate has certified their packet, no materials can be added to, deleted from, or changed in it without the candidate's consent, except for inadvertent omissions, assessments by committees or administrators charged with review, or clarifications and documentation of assertions made by the candidate when requested in writing by official reviewing bodies. The candidate may add or change information in the packet at any time prior to the final recommendation on tenure or promotion made by the Provost to the Board of Trustees. The candidate should provide the changes to the Department OPT Administrator (prior to the departmental vote) or to the College OPT Administrator (once the packet is at the college level review). The OPT system will flag any such additions or changes as "New" or "Change," note the date they were entered, and record the name of the person making the adjustment. The additions and changes will not replace information previously certified by the candidate but will be located in a specific section of the packet. The packet must contain all required materials after any additions or changes.

The eligible members of the college Promotion and Tenure Committee shall provide recorded individual assessments to the Dean or Director as part of its fact-finding and consultative role. An individual assessment shall consist of a committee member's indication whether or not the candidate meets the criteria for tenure, permanent status, and/or promotion within the college. The individual faculty members making the assessment shall not be identified. The Dean submits a letter to the college tenure and promotion administrator who then sends the final dossier to the University for review in January.

At the university level, the Academic Personnel Board (APB) serves in a fact-finding and consultative role to the President (or designee) on all nominations received from the Deans and Directors. The Academic Personnel Board will review the candidates' nomination packets and report to the Provost on the strengths and weaknesses of the records. If there are questions about a nomination packet, the questions will be entered into the OPT system and all parties notified via email. Responses to APB inquiries must be uploaded into the OPT system.

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The Provost makes the final decision concerning promotion and permanent status nominations. The Provost makes a recommendation concerning tenure nominations to the Board of Trustees. Tenure decisions are made by the Board of Trustees, typically in June.

Faculty members being considered for tenure prior to the last year of their tenure probationary period or faculty being considered for promotion may withdraw, without prejudice, at any stage of the review process if no official action in the form of written communication regarding denial has been taken on the nomination. In those cases where the decision of the Provost does not support tenure or promotion, the Provost's Office will notify the relevant Dean prior to taking official action. The Dean will notify the Department Chair and candidate at least 10 days prior to the official decision in order to allow the candidate to withdraw if she or he so chooses. If the candidate is in the last year of the probationary period, the Dean will notify the Department Chair and candidate at least 10 days prior to the official decision in order to allow the candidate to withdraw and resign if she or he so chooses. All cases of withdrawal and resignation prior to an official decision require written mutual agreement between the faculty member and the appropriate Chair or Director.

In the case of a denial, the nominee shall be notified in writing by the Provost of the denial and reason(s) for denial. Copies of the notice of denial will also be sent to all pertinent administrators. If the denial was for the award of tenure or permanent status at the end of the probationary period, the academic unit responsible for the nomination must send a separate notice of non-renewal to the faculty member unless the department concurs in a withdrawal and resignation by the faculty member.

For the mandatory mid-career reviews for Assistant, Associate and Full Professors and the optional mid-cycle reviews for tenured Associate Professors, the mid-career review will similarly be reviewed by the Chair, the college tenure and promotion administrator, and the College Tenure and Promotion committee. The College of Veterinary Medicine Tenure and Promotion committee will provide a Fact-Finding Report (Appendix 6) to the Chair of the Candidate, the Dean, and the Candidate which summarizes the progress toward tenure and/or promotion, any concerns or issues, and recommendations for the candidate, the Chair, and Dean to ensure the future success of the candidate in the Tenure and Promotion process. The report will be discussed and any questions of the candidate will be addressed during a meeting of the candidate, his/her Chair and the Chair or Co-Chairs of the Tenure and Promotion committee or designate.

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

Per UF guidelines, promotion and tenure within the tenure track requires, one of which shall be research and scholarship, and the other of which may be teaching/ education, patient care, or extension depending on the nature of the annual assignment. However, teaching and educational effort is required of all faculty members on the tenure track and the suggested teaching assignment should be no lower than an average of 10%. 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 an average of 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 an average of 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.

The metrics for defining distinction in the CVM missions are outlined below. Every faculty member has an annual written evaluation by the Department Chair, which will address mission assignment and annual performance. Progress toward promotion should also be addressed annually. In addition, assistant professors will undergo a mid-cycle review at the end of the 3rd year of 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 when the faculty member's accomplishments warrant such consideration. 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. The tenure probational period for the CVM is seven (7) years. 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 approval of the Provost, the probationary period may be extended in accordance with UF regulation 7.019. 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.

The University will award tenure “when ready” and faculty members may request consideration for tenure at any time after appointment 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. 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. When a faculty member is hired at the rank of Associate Professor or Professor, they may apply for tenure at any time within the probationary period. However, candidates should consult with their chair and ensure that their packet is able to demonstrate sufficient distinction in assigned duties while at the University of Florida. Faculty members hired at the Associate Professor or Professor level are recommended to undergo a mid-cycle review prior to submission of promotion/tenure packet.

If a faculty member is not considered to be on track for achieving tenure, 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 or the faculty member can choose to resign.

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, service or extension may be an appropriate second area of distinction if documented in the annual assignment. In the area of research and scholarship, the candidate should demonstrate attainment or progress toward achievement of a national reputation in their field.

Research and scholarship distinction on the Tenure Track

Distinction is defined by demonstration of scholarship and discovery that aligns with the research assignment of the faculty member during the probationary period, as outlined in [Appendix 4](#). Scholarly works should show evidence of a research focus or theme, with contributions that have garnered a national reputation and have made an impact in the field. Evidence of independence in scholarly activity is an essential component of distinction in the area of research. The dossier must delineate the specific intellectual, conceptual and/or technical contributions that the candidate has made to each publication. The Chair’s letter should indicate the expectations for publication productivity and research funding within the candidate’s department and discipline and whether the candidate meets these expectations, including the candidate’s exact role in research team activities. Examples of accomplishments that are expected in this category include:

- **Publication of peer-reviewed articles in authoritative scholarly journals.**

- The quality and impact of published articles are more important than the number published. Original research studies are considered more valuable than individual case reports, continuing education reviews, and book chapters.
- Conventions in authorship in veterinary medicine can differ from those commonly used in other fields, so the candidate should indicate the convention that is being utilized. For example, second authorship is considered in some publications, to be corresponding author, while in other publications, last author or specific designations are utilized.
- While historically, first or corresponding authorship have been utilized as a metric of contribution to a publication, the increasing complexity of biological research and scholarship has led to multi-disciplinary teams of authors, all of whom may represent essential contributors to a particular publication. Thus, the candidate should clearly delineate their contribution to each publication regardless of the authorship order. The candidate should not list publications that do not include the faculty member as an author.
- **Citations of published work by the candidate.**
 - Calculation of the candidate's publication h-index or citing the publication's impact factor may be added, but are not required, to the listing of publications as a means to demonstrate the candidate's impact in the field. "Impact factors" for individual publications and for the journals in which the article is published are sometimes used as an indicator of research impact, but these scores can be misleading for several scientific fields in which college investigators publish. For example, important veterinary medicine specialties have few investigators compared with other fields in biomedicine. Because of this, the number of citations is relatively small, and even leading journals publishing research in those specialties have low impact scores. However, impact of the research should be clearly addressed in the research narrative and corroborated to the extent possible by "arms-length" external letters from reviewers.
- **Publication of other scholarly work.**
 - Some forms of research and scholarship do not result in peer-reviewed journal articles because of the nature of activity. The college recognizes that research and scholarship products that are publicly available but not in the form of a peer-reviewed journal article can be nonetheless valuable. For example, a scholarly synthesis that clarifies existing science in support of legislation or regulatory policy can have enormous impact despite not appearing as a journal article. Other research products such as computational algorithms and other contributions of research datasets (e.g. gene sequences, genomic data, genetic analysis, epidemiologic data, etc.) to the public domain may be considered contributory to promotion. This type of research and scholarly activity is evaluated on a case-by-case basis, with explanation why the material produced is appropriate given the objectives of the activity and the needs of the sponsor. If possible, in order to be consistent with publication guidelines for promotion listed above, some equivalence between alternative research and scholarship products produced (e.g., technical reports) and peer-reviewed publications should be developed in an agreement between the faculty and the department chair. As with research and scholarship presented in the form of peer-reviewed publications, the impact should be provided in the research and scholarship

narrative and corroborated through external letters. For individuals engaged in research and scholarly activity that produces more than one type of product, research and scholarship effort should be divided into categories, e.g. traditional academic research [producing peer-reviewed journal articles] and other academic research and scholarship [producing other specific products] to facilitate evaluation of productivity.

- **Funding support for research and scholarship.**
 - Another measure of distinction in research and scholarship is the ability to generate funding to support these activities. Generally, investigator-initiated, competitive, extramural funding is regarded as the strongest evidence of distinction. Non-competitive external awards are often based upon the reputation of the investigator and are also considered a measure of distinction. Competitive intramural awards also contribute to a case for distinction in this category, especially when awarded early in the career of the investigator. The dollar amount of the funding is a consideration when evaluating support for research and scholarship, but is viewed in the context of the faculty member's research area. In many fields in veterinary medicine, research awards available are much smaller than in other areas of biomedicine. Consequently, what is considered as a large versus a small grant is viewed in terms of the sponsor and a typical award for research and scholarly activity in that area.
- **External Letters of evaluation.**
 - Documentation from "arm's-length" external letters of evaluation that the candidate has achieved a reputation of excellence in research and scholarship.

Other potential indicators of distinction in research and scholarship.

- Invitations to present research findings at meetings of scientific societies or at peer institutions.
- Invitations/participation in advisory committees
 - for research foundations, federal funding agencies or other authoritative bodies.
 - clinical practice guidelines or to formulate healthcare policies
- Evidence for integration of the candidate's research and scholarly accomplishments into established departmental, college or university 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)
- Peer review
 - scholarly publications
 - research proposals for funding agencies, including state, national, or international agencies including research foundations and similar entities
 - abstract/presentation submissions to extramural, regional, national and international meetings
- Service on editorial boards
- 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

Educational contributions can be considered as an area of distinction in addition to research and scholarship for promotion and tenure candidates. Distinction will be documented via the Educational Portfolio ([Appendix 1](#)) which will include the candidate's student and trainee evaluations, peer evaluations, and other relevant information. External letters of evaluation, the Chair's assessment through annual evaluations and the Chair's promotion letter that document distinction in education will be included in the primary promotion/tenure document. When possible, peer evaluations should be completed on each faculty member by a minimum of two different evaluators every three years. For faculty candidates who have not had sufficient time 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.

Educational distinction will be documented by:

- A combination of external and internal letters of evaluation may be used to document 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

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

- **Excellence in teaching**
 - Distinction will be documented by excellence in teaching documented by learner and peer evaluations, learner outcomes, teaching awards, and should be delineated in the letter by the chair.
- **Excellence in educational scholarship**
 - Distinction in educational scholarship may include demonstration of a focus of educational scholarship by peer reviewed publications, presentations, or educational materials.
- **Contribution to academic excellence**
 - Academic excellence will be determined by clear evidence of ongoing commitment to advising and mentoring professional students, graduate students, residents, fellows and junior faculty.
- **Educational leadership and service**

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- 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.

Evidence that the candidate is recognized outside the institution for his/her educational scholarship could include:

- Publication in journals devoted to the scholarship of teaching in the discipline
- Membership and participation in regional, national or international educational societies, committees and boards of the candidate's field
- Participation in national boards and leadership groups (e.g. ACVIM, AVMA, AAFC, AAVMC) with educational/teaching focus
- Invitations to present at prestigious national conferences or symposia on education/teaching
- Invited professorships at other academic institutions
- Participation in grant review panels for educational funding agencies
- Editorship of scholarly journals, particularly in education
- Awards from professional organizations for teaching
- Participation as a peer reviewer, especially of journals related to education

Patient Care Distinction on the Tenure Track

The contribution of the faculty member to establishing the recognition of the UF Veterinary Hospitals (UFVH) as a provider of excellent patient care can be considered as area of distinction in addition to research and scholarship in tenure decisions within the CVM. Where applicable, faculty should have achieved board certification in their clinical specialty and have national recognition for excellence in their clinical field. A candidate with a primary assignment for patient care must prepare and submit a Clinical Portfolio which addresses specific metrics for evaluation. Patient care includes both the direct care of veterinary patients, as well as support of clinical diagnostics such as clinical pathology, microbiology, anatomic pathology and other related disciplines. A candidate's clinical portfolio may demonstrate distinction even if one or more of the elements are not applicable or not available. 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". Clinical evaluations should be completed on each faculty member by the Associate Dean of Clinical Services and Chief Medical Officer annually. Demonstration of contributions and accomplishments should be rated strong or superior in annual evaluations. Clinical distinction will be supported by the following elements:

- Outside 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.

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- Evidence for clinical scholarship is required. 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.

Additional indicators of distinction include:

- Commitment to ongoing growth and innovation in clinical performance, in particular, evidence of sub specialization should be present in the portfolio, if appropriate for the clinical field
- Introduction or development of novel clinical concepts or procedures to the CVM hospitals, including innovations to improve patient care or satisfaction, and quality of care metrics
- Evidence of clinical referrals to the UFVH that are related to a unique expertise or procedure provided by the faculty member
- External letters of evaluation documenting excellence in clinical care, innovation in practice methods, development of new programs and/or leadership in safety and quality initiatives
- Publication of peer-reviewed articles related to the area of clinical expertise 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
- Participation as a major contributing author on clinical publications related to the area of sub-specialization
- Clinical presentations that inform the national professional audience
- Coordination and participation in clinical trials
- Evidence that the candidate is recognized beyond the institution for his/her clinical accomplishments as documented in the Clinical Portfolio, including:
 - Achievement of specialty board certification, where applicable
 - 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, AAVC, AAVMC, specialty boards, etc.)
 - Invitations to present at national conferences or symposia meetings related to the clinical discipline
 - Contributions to outside professional organizations related to clinical specialty
 - Invited professorships at other academic institutions
 - Participation in grant review panels for foundation and federal funding agencies
 - Awards and Honors related to clinical expertise or practice
 - 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 Distinction on the Tenure Track

In rare cases, where effort in service is one of the two primary areas of assignment, promotion from Assistant Professor to Associate Professor can be based on distinction in the area of service. However, the second area of distinction must be in research and scholarship, as defined above. The faculty member should fully describe the role and accomplishments achieved within the service category, and provide indication of positive impact and effectiveness in service in the promotion packet. Service distinction will be supported by the following elements:

- Evidence of novel and/or innovative program development and implementation
- Evidence of excellence in a major leadership role in a Department, College, or Center
- Invitations to present at extramural meetings especially as related to service activities
- Documentation that the candidate has had significant interaction and positive engagement with communities outside the CVM
- Acquisition of external funding in support of programs
- Scholarship related to service activities
- Election to an office or chairing a committee in a national professional organization
- Invitation to serve on grant review or advisory boards by governmental or private agencies
- Invitation to chair sessions at a national professional conference related to clinical or research field
- Participation in expert panels or contributions to consensus statements that dictate the profession's approach to relevant clinical or research issues
- Invitations to perform peer review of manuscripts or editorship in scientific journals
- Contributions to Departmental, College or University diversity and inclusion initiatives

Extension Distinction on the Tenure Track

The contribution of the faculty member to establishing an extension program can be considered as area of distinction in addition to research and scholarship in tenure decisions within the CVM. A candidate with a primary assignment for extension must prepare and submit an Extension Portfolio. A candidate's portfolio may demonstrate distinction even if one or more of the elements are not applicable or not available. Distinction will be documented via the Extension Portfolio ([Appendix 3](#)) which describes the candidate's extension programmatic educational program responsibilities and should contain: a title, objectives, outreach methods and a statement of outcomes and impact or progress to date. 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.

Recommendations for tenure/promotion will be grounded in the demonstration of distinction in extension-based activities which would include:

- Providing continuing education for practicing veterinarians and agricultural and health professionals to increase their professional competence such as EDIS publications, newsletters, guide sheets, conferences, seminars, and short courses

- Providing translational information to relevant stakeholders (e.g. health problems to livestock producers, animal owners and allied interest groups through phone consultation, field investigative visits, seminars, EDIS publications and group meetings)
- Interaction with industry, practicing veterinarians, and other faculty to help solve stakeholder issues (e.g. health and production issue)
- Development of educational programs (e.g. conferences and workshops) to educate target groups related to the candidate's specialty area
- Providing 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

Extension distinction will be supported by the following elements:

- Outside letters of evaluation documenting excellence in extension, innovation in approaches, demonstration of outcomes, development of new programs and leadership
- The Chair's letter placing the candidate's performance and reputation in the context of Departmental expectations
- Evidence for extension scholarship is required. Publications, technical reports and presentations which may already be entered in the promotion packet can be highlighted in the Extension Portfolio if they are particularly relevant to the demonstration of distinction

Additional indicators of distinction include:

- Serving as a peer reviewer for scholarly publications related to extension.
- Serving on editorial boards, particularly on mission relevant journals or publications (which may be distributed to stakeholders)
- Serving as a peer reviewer/grader for abstract submissions to extramural, regional, national and international meetings
- Serving as a peer reviewer of extension and outreach proposals for funding agencies, including foundation and federal study sections
- Membership/leadership 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 outstanding distinction in two mission areas, one of which must be research/scholarship. The candidate should demonstrate attainment of an international reputation for their research and scholarship through the candidate's narrative of contribution to their discipline (Item #13 of the promotion and tenure template) and substantiated by the Chair's and evaluators' letters. Expectations for sustained productivity as an independent investigator are proportional to the research assignment, as summarized

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in [Appendix 4](#). In addition, Associate Professors may undergo an optional mid-cycle review at the end of the 3rd year after the previous promotion to address progress toward promotion to Professor. While tenured faculty are not subject to a fixed probationary period the College generally expects Associate Professors to pursue promotion within a 7-year period.

Distinction in Research and Scholarship on the Tenure Track

Candidates for promotion to Full Professor on the basis of research and scholarship should document a level of cumulative productivity, accomplishments and distinction that lead to an international reputation in their field in the promotion and tenure packet.

Evidence of distinction will be supported by the following elements:

- Outside Letters of evaluation documenting an international reputation of recognized research and scholarship.
- The Chair's letter substantiating the candidate's performance and reputation

Additional indicators of distinction for promotion to Professor with Tenure (see detailed definition of scholarly work as previously defined in Assistant to Associate section)

- Continued publication of a substantial number of peer-reviewed articles in authoritative scholarly journals since their promotion to Associate Professor
- Publication of invited, important review articles, state-of-the-art articles, chapters, books and other forms of enduring scholarly work and communications
- Contribution of research data sets or computer algorithms to the public domain
- Establishment of a recognized program of scholarship with international reputation for research expertise through multiple publications and presentations in a specific focus area
- Invitations to present research at national and international level meetings
- Invitation to serve on grant review panels for governmental or private funding agencies
- Invitations to contribute to consensus statements or participate in expert panels for topics related to the defined research focus
- Attainment of sustained investigator-initiated, peer-reviewed research funding, or demonstration of equivalent levels of scholarship.
- Contribution to the development of young faculty in their scientific and professional endeavors.

Educational Distinction on the Tenure Track

Candidates for promotion to Full Professor on the basis of Education should document a level of cumulative accomplishment and distinction leading to an international level of reputation in Education. A candidate for promotion in teaching and education must submit an Educational Portfolio ([Appendix 1](#)) documenting the teaching and educational activities of the candidate. The Chair's assessment through annual evaluations and Chair's promotion letter must confirm excellence in the context of the Departmental expectations.

Evidence of distinction will be supported by the following elements:

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- Superior performance in teaching (Item #1 of the Educational Portfolio) based on learner and peer evaluations
- Outside Letters of evaluation. Evaluators should address the candidate's reputation at an international level for his/her educational scholarship and contributions.
- The Chair's letter substantiating the candidate's performance and reputation

Additional indicators of distinction for promotion to Full Professor with Tenure.

- Textbook chapters with an international audience.
- Letters of Support from education supervisors
- Teaching awards and honors.
- CE presentations with an international audience.
- Educational scholarship
- Educational Leadership at an international level

Patient Care Distinction on the Tenure Track

Candidates for promotion to Full Professor on the basis of patient care should document a level of cumulative accomplishment and distinction leading to an international level of reputation in Patient Care.

Evidence of distinction will be supported by the following elements:

- Clinical portfolio ([Appendix 2](#)) documenting the patient care activities of the candidate.
- Letters of evaluation documenting excellence in clinical care, innovation in practice methods, development of new programs and leadership in safety and quality initiatives.
- Outside Letters of evaluation documenting an international reputation in Patient Care.
- The Chair's letter substantiating the candidate's performance and reputation

Additional Criteria for distinction in Patient Care may include:

- International reputation for excellence in a clinical subspecialty or procedure
- Commitment to ongoing growth and innovation in clinical performance, in particular, evidence of sub-specialization should be present in the portfolio
- Introduction or development of internationally recognized clinical concepts or procedures to the CVM hospitals
- Invitations to present continuing education at an international level
- Contribution of scholarly work in a clinical subspecialty that has made a significant impact on the field
- Development of an internationally recognized clinical service with national/international referrals to the UFVH that are related to a unique expertise or procedure provided by the faculty member
- Participation as a major contributing author on clinical publications related to the area of sub-specialization

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- Coordination and participation in clinical trials with international recognition.
- Invitation to present CE at international meetings related to the clinical discipline
- Contributions to outside professional organizations related to clinical specialty
- Awards and Honors related to clinical expertise or practice
- Innovations to improve patient care or satisfaction
- Excellent scores on client satisfaction surveys
- Improvements or innovations in quality of care metrics recognized at an international level

Extension Distinction on the Tenure Track

Candidates for promotion to Full Professor on the basis of distinction in extension should document a level of cumulative accomplishment leading to an international reputation of excellence in extension. A candidate submitting a case for promotion to Full Professor based on distinction in extension must prepare and submit an Extension Portfolio ([Appendix 3](#)).

Extension distinction will be supported by the following elements:

- Outside letters of evaluation documenting continued excellence in extension and an international reputation.
- The Chair's letter substantiating the candidate's performance and reputation in the context of Departmental expectations.
- Evidence for internationally recognized extension scholarship is required. Publications, technical reports and presentations which may already be entered in the promotion packet can be highlighted in the Extension Portfolio if they are particularly relevant to the demonstration of distinction

Distinguished Professor Award

The Distinguished Professor/Curator Award is intended to recognize a sustained and exemplary record of accomplishment by a faculty member at the rank of Professor across all three domains of the UF mission, including scholarly activity, educational and outreach contributions, and service to both the University and the field in which the candidate works. While exceptional performance in all three areas is expected, the emphasis is on the candidate's achievements in research or other creative activity, and these accomplishments should have had a demonstrable impact on the discipline or field. The Distinguished Professor/Curator Award is a rare distinction and should be reserved for those faculty judged to be in the top echelon (e.g. top 5%) of their discipline. Selected awardees should expect to participate in the Faculty Senate Distinguished Professor/Curator Lecture Series, and to be available for University service requests from the Provost or President.

Eligibility

1. The candidate must be tenured at the rank of Professor or Curator, and those who hold endowed chairs are eligible to apply.
2. The candidate must have been a faculty member at UF for at least 10 years at the time of the award, and have held the rank of Professor/Curator for at least 7 years.

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3. The candidate should have achieved sustained national and international recognition for his/her work since promotion to Professor. Individuals may receive the award only once.

Nomination

The Dean will solicit nominations annually from the Chair of each department. Candidates cannot nominate themselves. A nomination packet will be prepared by the Chair and submitted to the Promotion and Tenure committee for consideration.

Evaluation Process

The Promotion and Tenure committee will evaluate candidate nomination packets to provide input and a recommendation to the Dean for each candidate. The Dean will make a determination and at their discretion, will submit a nomination letter which indicates how the final candidate's accomplishments place them in the top echelon of the field. The nomination form is available to the College in the OPT system. College nominees are forwarded to the University level for review. No more than one candidate for this award may be submitted by the College in each promotion and tenure cycle.

Evaluation Criteria

The candidate's record must demonstrate sustained and exceptional achievements in scholarship, educational contributions, and public and professional service, which have produced significant impact on the discipline or field. The following guidelines, while not exhaustive, are meant to exemplify the types of evidence that would document the expected level of accomplishment.

1. Scholarship

- a. Sustained and exceptional research and/or creative accomplishments, as evidenced by
 - i. Measurable impact of the candidate's work on the field
 - ii. Significant grant awards from national or international organizations;
 - iii. Refereed articles published in high quality journals as recognized by the field and evidenced by journal impact statistics and/or by the number of citations of the work;
 - iv. Strong leadership in collaborative work;
 - v. Sole-authored research-based books or first-authorship of books with significant impact on the field;
 - vi. Significant performance or creative productions (recordings, public performances, juried shows, international performances or recognition);
 - vii. Significant patents brought to completion.
- b. Evidence of national and international recognition:
 - i. Peer-acknowledged intellectual leadership in the candidate's field;
 - ii. Elected membership in learned and scientific societies;
 - iii. National or international recognition for creative work;
 - iv. Invitations to provide national and international plenary lectures and invited lectures at prestigious institutions or venues;
 - v. Works translated by others in scholarly presses;

- vi. Leadership and/or collaboration on international grants or projects;
- vii. Competitive national and international awards

2. Educational Contributions

- a. Evidence of excellence in mentoring of multiple graduate and undergraduate student trainees, research trainees, post-doctoral fellows, or residents, and early career faculty (such as graduation rates, senior theses, student publications, mentor on career development awards, etc.);
- b. Evidence of distinction in teaching (teaching awards; publications in leading journals on teaching; national service in professional organizations specializing in pedagogy);
- c. Evidence of leadership in teaching excellence.
- d. Evidence of leadership in extension, outreach and engagement.

3. Professional Service

- a. Evidence of sustained leadership in service at the local, regional, national and international level in organizations at the top of the field, such as:
 - i. Serving as an officer in or presiding over a society's annual conference;
 - ii. Receiving a public service or achievement award from a professional society;
 - iii. Significant responsibilities as a reviewer for peer-reviewed journals, presses, or federal granting agencies;
 - iv. Journal editorships;
- b. Outstanding leadership in service, particularly to the University but also to the state and/or nation, related to professional expertise, creativity, or pedagogy.

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 and scholarship, education, extension, patient care and service as described by their position of hire and annual assignment. The MM Track is not tenure-accruing and CVM faculty are generally designated by modifiers that identify their primary area of assignment. Clinical Asst/Assoc/Prof have a primary assignment in teaching, patient care or extension, while Research Asst/Assoc/Prof have a primary assignment in research and scholarship with additional duties in teaching. Faculty members previously in another track who transition to the MM track will maintain their previous 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, service, extension or research and scholarship, as delineated in the annual assignment, and satisfactory and sustained fulfillment of at least one other mission area.

Faculty members with a primary assignment in research and scholarship, extension, or patient care are also expected to contribute to the teaching mission of the CVM and generally should have an average teaching and education assignment of no less than 10%.

A faculty member with a primary assignment in teaching 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 packet (insert as item #23). In cases where research and scholarship are the primary assignment, attainment of independence is the foundation for achieving distinction and should be documented in the packet as outlined below. Any MM faculty member may complete and submit multiple portfolios even if they are not all being used to support the attainment of distinction in the primary area of assignment. The portfolios will document the breadth of the faculty member's accomplishments and contributions to the Department and CVM missions of clinical care, education and/or extension.

Promotion in the MM track requires attainment of distinction in the candidate's primary area of assignment. While the primary assignment may vary for faculty members in this category, all MM faculty are responsible for demonstration of scholarly productivity that is proportional to their assignment in the research area, with minimum expectations described in [Appendix 4](#).

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 Promotion and Tenure Guidelines (aa.ufl.edu/media/aaufledu/tenure-and-promotion/TP-Guidelines-2021-2_final.pdf) and University Regulations (<https://regulations.ufl.edu/regulations/uf-7-academic-affairs/>). Departmental criteria should be developed by the faculty and Chair and should reflect national trends in the relevant disciplines. 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 align with that of the tenure track lines and will generally be at six to seven years for promotion from Clinical/Research Assistant to Clinical/Research Associate Professor and six to seven years for promotion from Clinical/Research Associate Professor to Clinical/Research Professor. Faculty that apply for promotion prior to this period must demonstrate accomplishments and productivity that would be equivalent to that expected over 7 years. 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 mandatory mid-cycle review at the end of the 3rd year from the date of hire 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 Assistant to Associate Professor on the MM Track

Promotion from Assistant Professor to Associate Professor in the MM track requires that the candidate should demonstrate distinction in their primary assignment as defined below, with satisfactory performance in at least one other mission area and evidence of a regional or emerging national reputation in the field. Scholarship is expected for all faculty in this line, though specific expectations would be proportional to the effort assignment in research and are described in [Appendix 4](#).

Educational Distinction on the MM Track

Teaching and Educational contributions can be considered as a primary area of distinction in the MM track. Distinction will be documented via the Educational Portfolio ([Appendix 1](#)) which will include the candidate's student and trainee evaluations, peer evaluations, and by other information. External letters of evaluation, the Chair's assessment through annual evaluations and the Chair's promotion letter that document distinction in education will be included in the primary promotion/tenure document. 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 sufficient time 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.

Educational distinction will be documented 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.

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

- **Excellence in teaching**
 - Distinction will be documented by excellence in teaching documented by learner and peer evaluations, learner outcomes, teaching awards, and should be delineated in the letter by the chair.
- **Excellence in educational scholarship**
 - Distinction in educational scholarship may include demonstration of a focus of educational scholarship by peer reviewed publications, presentations, or educational materials.
- **Contribution to academic excellence**
 - Academic excellence will be determined by clear evidence of ongoing commitment to advising and mentoring professional students, graduate students, residents, fellows and junior faculty.
- **Educational leadership and service**
 - 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.

Evidence that the candidate is recognized outside the institution for his/her educational includes:

- Publication in journals devoted to the scholarship of teaching in the discipline
- Membership and participation in regional, national or international educational societies, committees and boards of the candidate's field
- Participation in national boards and leadership groups (e.g. ACVIM, AVMA, AAVC, AAVMC) with educational/teaching focus
- Invitations to present at prestigious national conferences or symposia on education/teaching
- Invited professorships at other academic institutions
- Participation in grant review panels for educational funding agencies
- Editorship of scholarly journals, particularly in education
- Awards from professional organizations for teaching
- Participation as a peer reviewer, especially those journals related to education

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 Patient Care Distinction. Where applicable, faculty should have achieved board certification in their clinical specialty and have regional or national recognition as an expert in their clinical field. A candidate with a primary assignment for patient care must prepare and submit a Clinical Portfolio ([Appendix 2](#)) which addresses specific metrics for evaluation. Patient care includes both the direct care of veterinary patients, as well as support of clinical diagnostics such as clinical pathology, microbiology, anatomic pathology and other related disciplines. A candidate's clinical portfolio may demonstrate distinction even if one or more of the elements are not applicable or not available. For faculty candidates who have not had sufficient time to compile a full portfolio, a minimum of 2 evaluations of clinical work should be submitted by the service chief or Associate Dean of Clinical Services. If other elements, including patient satisfaction scores are not available for the evaluation period, that section should be noted "not available". Clinical evaluations should be completed on each faculty member by the Associate Dean of Clinical Services and Chief Medical Officer annually. Demonstration of contributions and accomplishments should be rated strong or superior in annual evaluations. Clinical distinction will be supported by the following elements:

- Outside 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.
- Evidence for clinical scholarship is required. 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.

Additional indicators of distinction include:

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- Commitment to ongoing growth and innovation in clinical performance, for example, evidence of sub-specialization or focused area of clinical expertise.
- Introduction or development of novel clinical concepts or procedures to the CVM hospitals, including innovations to improve patient care or satisfaction, and quality of care metrics
- Evidence of clinical referrals to the UFVH that are related to a unique expertise or procedure provided by the faculty member
- External letters of evaluation documenting excellence in clinical care, innovation in practice methods, development of new programs and/or leadership in safety and quality initiatives.
- Publication of peer-reviewed articles related to the area of clinical expertise 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. Participation as a major contributing author on clinical publications related to the area of sub-specialization.
- Clinical presentations that inform the regional or national professional audience.
- Coordination and participation in clinical trials
- Evidence that the candidate is recognized beyond the institution for his/her clinical accomplishments as documented in the Clinical Portfolio, including:
 - Achievement of specialty board certification, where applicable
 - 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, AAVC, AAVMC, specialty boards, etc.)
 - Invitations to present at national conferences or symposia meetings related to the clinical discipline
 - Contributions to outside professional organizations related to clinical specialty
 - Invited professorships at other academic institutions
 - Participation in grant review panels for foundation and federal funding agencies
 - Awards and Honors related to clinical expertise or practice
 - 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.

Extension Distinction on the MM Track

An individual with a primary assignment in extension must demonstrate distinction in extension for promotion from Assistant Professor to Associate Professor on the MM track. All candidates with a primary assignment for extension must prepare and submit an Extension Portfolio ([Appendix 3](#)).

Distinction will be documented via the Extension Portfolio which describes the candidate's extension programmatic educational program responsibilities and should contain: a title, objectives, outreach methods and a statement of outcomes and impact or progress to date. Faculty with an extension assignment should present their scholarly programmatic work and accomplishments for the period for which promotion is being considered. Not all faculty will have achievements in every area included in the portfolio.

Recommendations for tenure/promotion will be grounded in the demonstration of distinction in extension-based activities which would include:

- Providing continuing education for practicing veterinarians and agricultural and health professionals to increase their professional competence such as EDIS publications, newsletters, guide sheets, conferences, seminars, and short courses
- Providing translational information to relevant stakeholders (e.g. health problems to livestock producers, animal owners and allied interest groups through phone consultation, field investigative visits, seminars, EDIS publications and group meetings)
- Interaction with industry, practicing veterinarians, and other faculty to help solve stakeholder issues (e.g. Health and production issue)
- Development of educational programs (e.g. conferences and workshops) to educate target groups related to the candidate's specialty area
- Providing 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

Extension distinction will be supported by the following elements:

- Letters of evaluation documenting excellence in extension, innovation in approaches, demonstration of outcomes, development of new programs and leadership.
- The Chair's letter placing the candidate's performance and reputation in the context of Departmental expectations.
- Evidence for extension scholarship is required. Publications, technical reports and presentations which may already be entered in other sections of the promotion packet can be highlighted in the Extension Portfolio if they are particularly relevant to the demonstration of distinction
- Additional indicators of distinction include:
 - Obtaining grant funding to support research-based extension activities
 - Invitations to present in area of expertise at national/ international meetings
 - Service as a peer reviewer for scholarly publications related to extension.
 - Service on editorial boards for peer reviewed journals
 - Invitations to serve as a reviewer/grader for abstract submissions to regional, national and international meetings

- Invitations to serve as a peer reviewer of extension and outreach proposals for funding agencies, including foundation and federal study sections
- Service on committees to develop extension programs

Research and Scholarship Distinction on the MM Track

Distinction is defined by demonstration of scholarship and discovery that aligns with the research assignment of the faculty member as outlined in [Appendix 4](#). Scholarly works should show evidence of a research focus or theme, with contributions that have garnered a regional or emerging national reputation and have made an impact in the field. Evidence of independence in scholarly activity is an essential component of distinction in the area of research. The dossier must delineate the specific intellectual, conceptual and/or technical contributions that the candidate has made to each publication. The Chair's letter should indicate the expectations for publication productivity and research funding within the candidate's Department and discipline and whether the candidate meets these expectations, including the candidate's exact role in research team activities. Examples of accomplishments that are expected in this category include:

- **Publication of peer-reviewed articles in authoritative scholarly journals.**
 - The quality and impact of published articles are more important than the number published. Original research studies are considered more valuable than individual case reports, continuing education reviews, and book chapters.
 - Conventions in authorship in Veterinary Medicine can differ from those commonly used in other fields, so the candidate should indicate the convention that is being utilized. For example, second authorship is considered in some publications, to be corresponding author, while in other publications, last author or specific designations are utilized.
 - While historically, first or corresponding authorship have been utilized as a metric of contribution to a publication, the increasing complexity of biological research and scholarship has led to multi-disciplinary teams of authors, all of whom may represent essential contributors to a particular publication. The candidate thus should clearly delineate their contribution to each publication regardless of the authorship order. The candidate should not list publications that do not include the faculty member as an author.
- **Citations of published work by the candidate.**
 - Calculation of the candidate's publication h-index or citing the publication's impact factor may be added, but is not required, in the listing of publications as a means to demonstrate the candidate's impact in the field. "Impact factors" for individual publications and for the journals in which the article is published are sometimes used as an indicator of research impact, but these scores can be misleading for several scientific fields in which college investigators publish. For example, important veterinary medicine specialties have few investigators compared with other fields in biomedicine. Because of this, the number of citations is relatively small, and even leading journals publishing research in those specialties have low impact scores. However, impact of the research should be clearly addressed in the research narrative and corroborated to the extent possible by "arm's length" external letters from collaborators. The candidate will indicate their contribution as first or senior author for each publication.

- **Publication of other scholarly work.**
 - Some forms of research and scholarship do not result in peer-reviewed journal articles because of the nature of activity. The college recognizes that research and scholarship products that are publicly available but not in the form of a peer-reviewed journal article can be nonetheless valuable. For example, a scholarly synthesis that clarifies existing science in support of legislation or regulatory policy can have enormous impact despite not appearing as a journal article. Other research products such as computational algorithms and other contributions of research datasets (e.g. gene sequences, genomic data, genetic analysis, epidemiologic data, etc.) to the public domain may be considered contributory to promotion. This type of research and scholarly activity is evaluated on a case-by-case basis, with explanation why the material produced is appropriate given the objectives of the activity and the needs of the sponsor. If possible, in order to be consistent with publication guidelines for promotion listed above, some equivalence between alternative research and scholarship products produced (e.g., technical reports) and peer-reviewed publications should be developed in an agreement between the faculty and the department chair. As with research and scholarship presented in the form of peer-reviewed publications, the impact should be provided in the research and scholarship narrative and corroborated through external letters. For individuals engaged in research and scholarly activity that produces more than one type of product, research and scholarship effort should be divided into categories, e.g. traditional academic research [producing peer-reviewed journal articles] and other academic research and scholarship [producing other specific products] to facilitate evaluation of productivity.
- **Funding support for research and scholarship.**
 - Another measure of distinction in research and scholarship is the ability to generate funding to support these activities. Generally, investigator-initiated, competitive, extramural funding is regarded as the strongest evidence of distinction. Non-competitive external awards are often based upon the reputation of the investigator and are also considered a measure of distinction. Competitive intramural awards also contribute to a case for distinction in this category, especially when awarded early in the career of the investigator. The dollar amount of the funding is a consideration when evaluating support for research and scholarship, but is viewed in the context of the faculty member's research area. In many fields in veterinary medicine, research awards available are much smaller than in other areas of biomedicine. Consequently, what is considered as a large versus a small grant is viewed in terms of the sponsor and a typical award for research and scholarly activity in that area. Expectations regarding funding are proportional to research effort assignment and are outlined in Appendix 4. Clinical track faculty with a 5-15% research assignment are not required to obtain extramural funding before promotion, although it would contribute favorably to assessment in the area of scholarly activity.
- **External Letters of evaluation.**
 - Documentation from "arm's length" external letters of evaluation that the candidate has achieved a reputation of excellence in research and scholarship.

Other Indicators of distinction in research and scholarship.

- Invitations to present research findings at meetings of scientific societies or at peer institutions.
- Invitations/participation in advisory committees
 - for research foundations, federal funding agencies or other authoritative bodies.
 - clinical practice guidelines or to formulate healthcare policies
- Evidence for integration of the candidate's research and scholarly accomplishments into established departmental, college or university 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)
- Peer review
 - scholarly publications
 - research proposals for funding agencies, including state, national, or international agencies including research foundations and similar entities
 - abstract/presentation submissions to extramural, regional, national and international meetings
- Service on editorial boards
- 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.

Service Distinction on the MM Track

When service is the primary area of assignment (e.g. for a faculty member with a major administrative role), promotion from Research/Clinical Assistant Professor to Research/Clinical Associate Professor can be based on distinction in the area of service. The faculty member should fully describe the role and accomplishments achieved within this category, and provide indication of positive impact and effectiveness in service in the promotion packet. Service distinction will be supported by the following elements:

- Evidence of novel and/or innovative program development and implementation
- Evidence of a major leadership role in a Department, Center or College
- Invitations to present at extramural meetings especially as related to service activities
- 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 service activities
- Election to an office or chairing a committee in a national professional organization
- Invitation to serve on grant review or advisory boards by governmental or private agencies
- Invitation to chair sessions at a national professional conference

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- Participation in expert panels or contributions to consensus statements that dictate the profession's approach to relevant clinical, teaching, or research issues
- Invitations to perform peer review of manuscripts or editorship in scientific journals.

Promotion from Associate Professor to Professor on the MM Track

Promotion from Research/Clinical Associate Professor to Research/Clinical Professor in the MM track requires demonstration of distinction in one mission area, and evidence of a national reputation with impact on the field. A candidate for promotion to Research/Clinical Professor must show continued and sustained development in their primary mission area. Sustained excellent performance in the primary mission area should be evident by national or international recognition for the faculty member's contributions in patient care, 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.

Distinction in Research and Scholarship in the MM track

Candidates for promotion to Professor in the MM track on the basis of research and scholarship should document a level of cumulative productivity, accomplishments and distinction that lead to a national reputation in their field in the promotion and tenure packet.

Evidence of distinction will be supported by the following elements:

- Outside Letters of evaluation documenting a national reputation of recognized research and scholarship.
- The Chair's letter substantiating the candidate's performance and reputation

Additional indicators of distinction for promotion to Professor on the MM track (see detailed description of scholarly work as previously defined in Assistant to Associate section):

- Continued publication of a substantial number of peer-reviewed articles in authoritative scholarly journals since their promotion to Associate Professor
- Publication of invited, important review articles, state-of-the-art articles, chapters, books and other forms of enduring scholarly work and communications
- Contribution of research data sets or computer algorithms to the public domain
- Establishment of a recognized program of scholarship with international reputation for research expertise through multiple publications and presentations in a specific focus area
- Invitations to present research at national and international level meetings
- Invitation to serve on grant review panels for governmental or private funding agencies
- Invitations to contribute to consensus statements or participate in expert panels for topics related to the defined research focus
- Attainment of sustained investigator-initiated, peer-reviewed research funding, or demonstration of equivalent levels of scholarship.
- Contribution to the development of young faculty in their scientific and professional endeavors.

Educational Distinction on the MM Track

Candidates for promotion to Professor on the basis of educational distinction should document a level of cumulative accomplishment leading to a national level of reputation in education. A candidate for promotion in Teaching and Education must submit an Educational Portfolio ([Appendix 1](#)) documenting the teaching and educational activities of the candidate. The Chair's assessment through annual evaluations and Chair's promotion letter must confirm excellence in the context of the Departmental expectations.

Evidence of distinction will be supported by the following elements:

- Superior performance in teaching (Item #1 of the Educational Portfolio) based on learner and peer evaluations
- Outside Letters of evaluation. Evaluators should address the candidate's reputation at a national level for his/her educational scholarship and contributions.
- The Chair's letter substantiating the candidate's performance and reputation

Additional indicators of distinction in Education for promotion to Professor on the MM track:

- Textbook chapters with a national or international audience
- Letters of Support from education supervisors
- Teaching awards and honors
- CE presentations with a national or international audience
- Educational scholarship
- Educational leadership at a national or international level

Patient Care Distinction on the MM Track

Candidates for promotion to Professor in the MM track on the basis of patient care should document a level of cumulative accomplishment and distinction leading to a national level of reputation in patient care.

Evidence of distinction will be supported by the following elements:

- Clinical portfolio ([Appendix 2](#)) documenting the patient care activities of the candidate.
- Letters of evaluation documenting excellence in clinical care, innovation in practice methods, development of new programs and leadership in safety and quality initiatives.
- Outside Letters of evaluation documenting a national reputation in Patient Care.
- The Chair's letter substantiating the candidate's performance and reputation

Additional criteria for distinction in patient care may include:

- Invitation to present CE at national or international meetings related to the clinical discipline
- Contribution of scholarly work in a clinical subspecialty that has made a significant impact on the field
- National or international reputation for excellence in a clinical subspecialty or procedure

- Commitment to ongoing growth and innovation in clinical performance, in particular, evidence of sub-specialization should be present in the portfolio
- Invitations to present continuing education at a national or international level
- Development of a recognized clinical service with referrals to the UFVH that are related to a unique expertise or procedure provided by the faculty member
- Participation as a major contributing author on clinical publications related to the area of sub-specialization
- Coordination and participation in clinical trials
- Contributions to outside professional organizations related to clinical specialty
- Awards and Honors related to clinical expertise or practice
- Innovations to improve patient care or satisfaction
- Excellent scores on client satisfaction surveys
- Improvements or innovations in quality of care metrics
- Introduction or development of internationally recognized clinical concepts or procedures to the CVM hospitals

Extension Distinction on the MM Track

Candidates for promotion to Professor in the MM track on the basis of distinction in extension should document a level of cumulative accomplishment and distinction leading to national level of reputation for excellence in extension. A candidate submitting a case for promotion to Full Professor based on distinction in extension must prepare and submit an Extension Portfolio ([Appendix 3](#)).

Extension distinction will be supported by the following elements:

- Outside letters of evaluation documenting continued excellence in extension and a national reputation in the field
- The Chair's letter substantiating the candidate's performance and reputation in the context of Departmental expectations
- Evidence for nationally recognized extension scholarship is required. Publications, technical reports and presentations which may already be entered in the promotion packet can be highlighted in the Extension Portfolio if they are particularly relevant to the demonstration of distinction

Single Mission Track

Overview

Faculty with an average of $\geq 90\%$ mission assignment in research and scholarship, teaching, or patient care may have an appointment in the Single Mission (SM) Track in the CVM. These positions are not tenure-accruing. Promotion within the SM line will depend upon documentation of distinction within the primary area of assignment, which will represent either teaching, patient care, or research. Expectations for scholarly activity are variable and depend upon the research assignment of the faculty member, as indicated in [Appendix 4](#).

Scientist Track

Faculty members whose assignment is an average of $\geq 90\%$ research, without the expectation to obtain independent investigator-initiated research funding, are typically appointed in the Scientist track. The ranks within the Scientist track are Assistant Scientist, Associate Scientist, and Scientist. Faculty holding these titles are not required to have regular teaching duties. The SM Research track is typically reserved 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 their effort fully to research. Such a person might be appointed on the SM track as a research associate scientist or research scientist.

Assistant Scientists will have:

- 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 Scientist to Associate Scientist

Promotion from Assistant Scientist to Associate Scientist requires documentation of distinction in Research through the promotion packet. 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.

Evidence of distinction will be supported by the following elements:

- Outside Letters of evaluation documenting a reputation of excellence in research and scholarship.
- The Chair's letter indicating the 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.

Specific indicators of research distinction include:

- **Publication of peer-reviewed articles in authoritative scholarly journals.**
 - The quality and impact of published articles are more important than the number published. Original research studies are considered more valuable than individual case reports, continuing education reviews, and book chapters.

- Conventions in authorship in Veterinary Medicine can differ from those commonly used in other fields, so the candidate should indicate the convention that is being utilized. For example, second authorship is considered in some publications, to be corresponding author, while in other publications, last author or specific designations are utilized.
- While historically, first or corresponding authorship have been utilized as a metric of contribution to a publication, the increasing complexity of biological research and scholarship has led to multi-disciplinary teams of authors, all of whom may represent essential contributors to a particular publication. Thus, the candidate should clearly delineate their contribution to each publication regardless of the authorship order. The candidate should not list publications that do not include the faculty member as an author.
- **Citations of published work by the candidate.**
 - Calculation of the candidate's publication h-index or citing the publication's impact factor may be added, but are not required, to the listing of publications as a means to demonstrate the candidate's impact in the field. "Impact factors" for individual publications and for the journals in which the article is published are sometimes used as an indicator of research impact, but these scores can be misleading for several scientific fields in which college investigators publish. For example, important veterinary medicine specialties have few investigators compared with other fields in biomedicine. Because of this, the number of citations is relatively small, and even leading journals publishing research in those specialties have low impact scores. However, impact of the research should be clearly addressed in the research narrative and corroborated to the extent possible by "arms-length" external letters from reviewers.
- **Publication of other scholarly work**
 - Some forms of research and scholarship do not result in peer-reviewed journal articles because of the nature of activity. The college recognizes that research and scholarship products that are publicly available but not in the form of a peer-reviewed journal article can be nonetheless valuable. For example, a scholarly synthesis that clarifies existing science in support of legislation or regulatory policy can have enormous impact despite not appearing as a journal article. Other research products such as computational algorithms and other contributions of research datasets (e.g. gene sequences, genomic data, genetic analysis, epidemiologic data, etc.) to the public domain may be considered contributory to promotion. This type of research and scholarly activity is evaluated on a case-by-case basis, with explanation why the material produced is appropriate given the objectives of the activity and the needs of the sponsor. If possible, in order to be consistent with publication guidelines for promotion listed above, some equivalence between alternative research and scholarship products produced (e.g., technical reports) and peer-reviewed publications should be developed in an agreement between the faculty and the department chair. As with research and scholarship presented in the form of peer-reviewed publications, the impact should be provided in the research and scholarship narrative and corroborated through external letters. For individuals engaged in research and scholarly activity that produces more than one type of product, research and scholarship effort should be divided into categories, e.g. traditional academic research [producing peer-reviewed

journal articles] and other academic research and scholarship [producing other specific products] to facilitate evaluation of productivity.

Additional indicators of research distinction in the Scientist line:

- 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
- 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
- Listing and description of inventions and patent applications and awards (to be listed in #14 and #15 of the promotion packet)

Promotion from Associate Scientist to Scientist

Candidates for promotion to Scientist on the basis of research and scholarship should document a level of cumulative productivity, accomplishments and distinction in their field in the promotion and tenure packet. A detailed description of scholarly work is presented in the Assistant Scientist to Associate Scientist section.

Evidence of distinction will be supported by the following elements:

- Outside Letters of evaluation documenting a reputation of excellence in research and scholarship.
- The Chair's letter substantiating the candidate's performance and reputation

Additional indicators of distinction for promotion to Scientist:

- A sustained record 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.
- Publication of invited, important review articles, state-of-the-art articles, chapters, books and other forms of enduring scholarly work and communications
- Contribution of research data sets or computer algorithms to the public domain
- 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.
- Documentation from letters of evaluation that the candidate has maintained a reputation of excellence in research and scholarship.

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- 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
- Listing and description of inventions and patent applications and awards (to be listed in #14 and #15 of the promotion packet)

Lecturer/Clinical Lecturer Track

Faculty members whose assignment for teaching is an average of $\geq 90\%$ will typically be appointed on the Lecturer track. In the UFCVM, teaching is integrally embedded in patient care for many disciplines as veterinary professional students and house officers are involved with a large portion of the patient care and diagnostic services provided at the UF Veterinary Hospital. CVM faculty within this line will typically represent clinical veterinarians, although appointment of individuals with a Ph.D. for a teaching assignment is also possible. The ranks within the Lecturer track include Lecturer, Senior lecturer and Master lecturer. Faculty holding these titles will spend the majority of their time teaching veterinary professional students in clinical courses or clerkships and may simultaneously provide patient care for clients of the UFVH. Effort assignment in Research or Service will be minimal and faculty in the lecturer lines will not be expected to show significant accomplishments in these areas. Faculty serving in these positions are expected to have a DVM or Ph.D, and if providing patient care, postgraduate experience in clinical practice or advanced training (internship). Advanced specialty certifications are not required for hire or promotion in this line, though documentation of advanced training and clinical skills are favorable.

Promotion from Lecturer/Clinical Lecturer to Master Lecturer/ Clinical Master Lecturer.

Promotion from Lecturer to Senior Lecturer requires demonstrated distinction in education or patient care, dependent on the primary assignment.

Education Distinction on the SM Track

Teaching and Educational contributions can be considered as a primary area of distinction in the SM track. Candidates should demonstrate distinction in education while recognizing that these individuals may have circumscribed responsibilities with limited opportunities for participation in some aspects of the veterinary curriculum due to their primary assignment to clinical teaching and patient care. Distinction will be documented via the Educational Portfolio ([Appendix 1](#)) which will include the candidate's student and trainee evaluations, peer evaluations, and by other information. External letters of evaluation, the Chair's assessment through annual evaluations and the Chair's promotion letter that document distinction in education will be included in the primary promotion/tenure document. 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 sufficient time 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.

Educational distinction will be documented 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.
- Research and Scholarship in the field of education or related to the candidate's clinical discipline is desirable, but is not required for candidates in the SM track.

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

- **Excellence in teaching**
 - Distinction will be documented by excellence in teaching (Item #1 of the Educational Portfolio) documented by learner and peer evaluations, learner outcomes, teaching awards, and should be delineated in the letter by the chair.
- **Excellence in educational scholarship**
 - Distinction in educational scholarship may include demonstration of a focus of educational scholarship by peer reviewed publications, presentations, or educational materials.
- **Contribution to academic excellence**
 - Academic excellence will be determined by clear evidence of ongoing commitment to advising and mentoring professional students, graduate students, residents, fellows and junior faculty.
- **Educational leadership and service**
 - 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.

Evidence that the candidate is recognized outside the institution for his/her educational scholarship is NOT required but desirable and can be obtained 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, committees and boards of the candidate's field

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- Participation in national boards and leadership groups (e.g. ACVIM, AVMA, AAVC, AAVMC) with educational/teaching focus
- Invitations to present at prestigious national conferences or symposia on education/teaching
- Invited professorships at other academic institutions
- Participation in grant review panels for educational funding agencies
- Editorship of scholarly journals, particularly in education
- Awards from professional organizations for teaching
- Participation as a peer reviewer, especially those journals related to education

Patient Care Distinction on the SM Track

A candidate with a primary mission assignment in patient care may be promoted on evidence of distinction in patient care. A candidate with a primary assignment for patient care must prepare and submit a Clinical Portfolio ([Appendix 2](#)) which addresses specific metrics for evaluation. Patient care includes both the direct care of veterinary patients, as well as support of clinical diagnostics such as clinical pathology, microbiology, anatomic pathology and other related disciplines. A candidate's clinical portfolio may demonstrate distinction even if one or more of the elements are not applicable or not available. For faculty candidates who have not had sufficient time 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". Clinical evaluations should be completed on each faculty member by the Associate Dean of Clinical Services and Chief Medical Officer annually. Demonstration of contributions and accomplishments should be rated strong or superior in annual evaluations. Clinical distinction will be supported by the following elements:

- Outside 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.
- Research and Scholarship in the field of Patient Care or related to the candidate's clinical discipline is desirable, but is not required for candidates in the SM track.

Additional indicators of distinction could include:

- Commitment to ongoing growth and innovation in clinical performance, in particular, evidence of sub-specialization should be present in the portfolio
- Introduction or development of novel clinical concepts or procedures to the CVM hospitals, including innovations to improve patient care or satisfaction, and quality of care metrics
- Evidence of clinical referrals to the UFVH that are related to a unique expertise or procedure provided by the faculty member
- External letters of evaluation documenting excellence in clinical care, innovation in practice methods, development of new programs and/or leadership in safety and quality initiatives.

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- Publication of peer-reviewed articles related to the area of clinical expertise 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. Participation as a major contributing author on clinical publications related to the area of sub-specialization.
- Clinical presentations that inform the national professional audience.
- Coordination and participation in clinical trials
- Evidence that the candidate is recognized beyond the institution for his/her clinical accomplishments as documented in the Clinical Portfolio, including:
 - Achievement of specialty board certification, where applicable
 - 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, AAVC, AAVMC, specialty boards, etc.)
 - Invitations to present at national conferences or symposia meetings related to the clinical discipline
 - Contributions to outside professional organizations related to clinical specialty
 - Invited professorships at other academic institutions
 - Participation in grant review panels for foundation and federal funding agencies
 - Awards and Honors related to clinical expertise or practice
 - 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.

Promotion from Senior Lecturer to Master Lecturer

Promotion from Senior Lecturer to Master Lecturer requires demonstrated sustained distinction in education or patient care dependent on the primary appointment.

Education Distinction on the SM Track

Candidates for promotion to Master Lecturer requires demonstrated sustained distinction in education, above the level of the Lecturer. The candidate should document a level of cumulative accomplishment and sustained distinction in education through submission of an Educational Portfolio ([Appendix 1](#)) documenting the teaching and educational activities of the candidate. The Chair's assessment through annual evaluations and Chair's promotion letter must confirm excellence in the context of the Departmental expectations.

Evidence of distinction will be supported by the following elements:

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- Superior performance in teaching (Item #1 of the Educational Portfolio) based on learner and peer evaluations
- Development and/or improvement of teaching performance above the level of a Lecturer
- Outside letters of evaluation. Evaluators should address the candidate's reputation at a national level for his/her educational scholarship and impact on the field.
- The Chair's letter substantiating the candidate's performance and reputation

Additional indicators of distinction for promotion to Master lecturer

- Creative use of technology in teaching
- Development of novel educational materials, courses or syllabi
- Authorship of textbook chapters
- Letters of support from external reviewers
- Awards and honors related to teaching
- CE presentations
- Educational or clinical scholarship
- Educational or clinical Leadership

Patient Care Distinction on the SM Track

Candidates for promotion to Master Lecture on the basis of Patient Care should document sustained accomplishment and distinction in patient care.

Evidence of distinction will be supported by the following elements:

- Clinical portfolio ([Appendix 2](#)) documenting the patient care activities of the candidate.
- Letters of evaluation documenting excellence in clinical care, innovation in practice methods, development of new programs and leadership in safety and quality initiatives.
- Outside Letters of evaluation documenting sustained excellence in Patient Care.
- The Chair's letter substantiating the candidate's performance and reputation

Additional Criteria for distinction in Patient Care may include:

- A reputation for excellence in a clinical subspecialty or procedure
- Commitment to ongoing growth and innovation in clinical performance
- Introduction or development of clinical concepts or procedures to the CVM hospitals
- Invitations to present continuing education
- Contribution of scholarly work in a clinical subspecialty that has made a significant impact on the field
- Development of clinical service with regional/national/international referrals to the UFVH that are related to a unique expertise or procedure provided by the faculty member
- Participation as a contributing author on clinical publications related to the area of sub-specialization

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- Coordination and participation in clinical trials.
- Invitation to present CE at I meetings related to the clinical discipline
- Contributions to outside professional organizations related to clinical specialty
- Awards and Honors related to clinical expertise or practice
- Innovations to improve patient care or satisfaction
- Excellent scores on client satisfaction surveys
- Improvements or innovations in quality of care metrics

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.

Appendix 1: Teaching Portfolio Template (required for Tenure Track, Multi-Mission Clinical Track and Single-mission Clinical Lecturers submitting for promotion).

**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 CVM, 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 CVM, 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, AACV, 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**

Appendix 2: Clinical Portfolio Template (required for faculty that are seeking distinction in Patient Care)

**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 packets. 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.

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Appendix 3: Extension Portfolio, 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.

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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

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consequences of their using the information and adopting the practices taught in the educational program (endresults).

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.

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Appendix 4: General Expectations for Scholarly Activity Over a 7-year Period for Promotion.

Background:

Scholarly activity is evaluated as part of the promotion and tenure process at the University of Florida College of Veterinary Medicine (CVM). While it is not appropriate to establish strict rules on the number of expected publications without consideration of all factors, a lack of any guidelines contributes to anxiety for junior faculty that may be unfamiliar with expectations in this area. The following chart provides a summary of potential guidelines for minimum expected scholarly activity within each of the faculty lines at the CVM over the typical 6-year period of employment. For people that were hired at UF after spending time at another institution, there is an expectation of demonstrating continued trajectory after arrival at UF. Variations in the research assignment within each faculty line will warrant adjustment of these expectations, with appropriate advice from the department chair that will be articulated in the annual letter. Successful completion of these metrics is not considered a guarantee for promotion, nor does it reflect accomplishment of national or international recognition in the field. Ultimately, the regional, national and international impact of the scholarly activity must be assessed by the department faculty, external reviewers and the College P&T committee. Publications that occur prior to hire at UF are included in the promotion packet and can be applied when considering the guidelines below; however, faculty are expected to show sustained trajectory and continued growth at the University of Florida before being promoted.

Indicators of national recognition:

Tenure track faculty in either research or clinical disciplines are expected to achieve national distinction in two of three areas that include teaching, research and service; most commonly, this distinction occurs in the areas of research and teaching. Indicators of national recognition vary slightly between clinical and research-oriented faculty, but can include invitations to review manuscripts, service on external grant review boards, participation in governance of external professional or research organizations, service on conference program committees and receipt of external awards for educational or research accomplishments. Ultimately, the determination on whether a faculty member has achieved national distinction in their field must be made by the department faculty, external reviewers and the department chair.

General Expectations for Scholarly Activity Over a 7-Year Period:

Category	Single Mission, Lecturer/ Clinical Lecturer	Single Mission, Research Scientist	Multi-Mission, Clinical track	Multi- Mission, Research track	Tenure Track, Clinical or Extension	Tenure Track, Research
Typical research FTE*	0-5%,	≥90%	5-15%	≥70%	25%-35%	≥50%
Publications** appropriate for field, including: 1. Peer reviewed research article 2. Peer reviewed case report(s)/clinical guidelines 3. Peer reviewed review/state of science/clinical guidelines/book chapters 4. Non-peer reviewed research/outreach article– e.g. technical report, extension report 5. Non-peer reviewed research review/clinical guideline/book chapter	≥ 2 pubs of any type (1-5)	≥ 6 pubs of types 1-3	≥ 6 total of types 1-5. Of these, ≥ 3 pubs should be of type 1-3	≥ 12 pubs of types 1-4	>12 of types 1-5. Of these, ≥ 6 pubs should be of type 1 as essential contributor (typically as first or senior author)***	>12 of types 1-3. Of these, ≥ 6 pubs should be of type 1 as essential contributor (typically as first or senior author)***
Presentations (Invited oral or poster presentations, invited lectures, as appropriate for discipline****. Includes presentations by students/trainees)	≥ 2 local, state, regional, national, or international	≥ 2 local, state, regional, national, or international	≥ 2 state, regional, national, or international	≥ 2 state, regional, national, or international	≥ 2 national, or international	≥ 4 national or international
Funding*****	Not required	Extramural support, Co-I or key personnel	Not required, but participation is contributory	Extramural support, Co-I, co-PI or PI	Obtains extramural support, Co-I, PI, or co-PI.	Obtains substantial extramural support for independent research as PI or co-PI

*For faculty with research appointments that differ from these typical assignments, scholarly productivity and extramural funding expectations would be expected to increase or decrease in accordance with the %FTE dedicated towards research.

**While the number of publications in these categories is meant to represent a minimum expectation, faculty are not advised to sacrifice “quality for quantity”. For research intensive faculty, a lower number of very high impact publications may be considered adequate or even strong indication of productivity in this area. Please consult with your department chair and faculty mentor for insights that apply to your discipline, if this becomes a concern.

*** Candidates should clearly delineate their contributions in a separate statement under each publication in the packet. Publication quality should be evaluated considering the % research appointment, and should be addressed by the Chair as it relates to the field of investigation.

****It is recognized that presentation of oral or poster abstracts at national meetings may be significant for faculty in clinical disciplines, while basic science abstracts are typically presented by students and invited lectures are more reflective of faculty reputation.

*****Appropriate funding sources and amount are expected to vary between fields. Tenure track faculty in clinical disciplines (research FTE<35%) are more likely to receive non-competitive foundation funding or industry sponsorship to achieve their research goals, but are also expected to receive extramural awards from competitive funding sources as a PI, Co-PI or Co-I. Research intensive tenure track faculty (Research FTE>50%) are expected to obtain substantial extramural funding to support

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salary of research personnel and operation of an independent lab, as available from federal sources such as NIH, NSF, USDA and others.