

8. TENURE AND PROMOTION CRITERIA

UF College of Veterinary Medicine Promotion and Tenure Guidelines

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 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 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 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.

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.

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:

- 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
- 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

Please find the entire College of Veterinary Medicine Guidelines here:

https://www.vetmed.ufl.edu/wordpress/files/2021/08/PTRevisionFinal_2021.pdf

UNIVERSITY OF FLORIDA

CRITERIA FOR TENURE AND PROMOTION:

A. The criteria for promotion or for granting of tenure shall be relevant to the performance of the work which the faculty member has been assigned to do and to the faculty member's duties and responsibilities as a member of the University community. These criteria recognize three (3) broad categories of academic service as follows:

- Instruction, including regular classroom teaching, direction of theses and dissertations, academic advisement, extension programs, and all preparation for this work including study to keep abreast of one's field.
- Research or other creative activity including scholarly, peer-reviewed publications.
- Professional and public service.

B. Extension service may be inclusive of the three broad categories of academic service

described above. Refer to paragraph 6C1-7.010(2)(b) for a detailed description of the duties and responsibilities specifically assigned to extension faculty.

C. The work for which a faculty member is responsible, as well as the expectation that he or she will abide by the rules and regulations of the University and the laws of the State and the nation, should be made clear to the faculty member at the time of employment and shall be reviewed at subsequent intervals at least annually, since the faculty member's assignment may vary with the passage of time.

D. The assignment shall also be specified at the time of recommendation for promotion and tenure on the University's tenure and/or promotion nomination packet of information which the faculty member prepares. A copy of the University's Guidelines and Information regarding the Tenure, Permanent Status and Promotion Process, which includes the nomination packet format and which is incorporated herein by reference, may be obtained in the Chairperson's, Dean's or Director's Office or from the Office of the Provost. In most cases, all three types of activities listed in paragraph (A) above will be expected, although the ratios required may vary widely. By way of illustration, a faculty member assigned mostly teaching responsibilities will in most cases be expected to do some research and/or service work. On the other hand, there will be some research personnel who will be assigned no teaching. In most cases, promotion and tenure should require distinction in at least two of the three categories, one of which should be that of the faculty member's primary responsibility, although merit should certainly be regarded as more important than variety of activity. "Distinction" in the categories listed in paragraph (A) shall be defined by each college. Each college shall disseminate annually in writing its criteria for tenure and promotion to all faculty members. The criteria also shall be available from the dean's office in each college. Reviews of nominations for promotion and tenure shall include evidence that review letters from outside the University have been sought for the evaluation of research and creative or extension service activities. In the case of tenure nominations at least five review letters from outside the university must be presented.

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