

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.

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.
- 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 Senior Lecturer/ Clinical Senior 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
- 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.
- 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, AACV, AACVM, 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:

- 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
- 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.

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.