

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.

Tenure Track

Overview

Per UF guidelines, promotion and tenure within the tenure track requires, one of which shall be research and scholarship, and the other of which may be teaching/ education, patient care, or extension depending on the nature of the annual assignment. However, teaching and educational effort is required of all faculty members on the tenure track and the suggested teaching assignment should be no lower than an average of 10%. Faculty hired into a tenure-accruing position within the CVM will have a meaningful assignment of effort for the pursuit of research and scholarship. The suggested minimum assignment should be an average of 25% or greater to provide adequate time for achievement of the research accomplishments needed to advance. In some departments, lower research assignments may be acceptable if the faculty member has departmental support to accomplish the research goals necessary to be awarded tenure within the maximum tenure probationary period. In no event should a faculty member in a tenure-accruing position have less than an average of 10% research assignment. Regardless of the assigned percent of effort, the achievement of distinction in research and scholarship will be the measure of readiness for promotion and tenure.

The metrics for defining distinction in the CVM missions are outlined below. Every faculty member has an annual written evaluation by the Department Chair, which will address mission assignment and annual performance. Progress toward promotion should also be addressed annually. In addition, assistant professors will undergo a mid-cycle review at the end of the 3rd year of employment to address progress toward promotion and tenure. Promotion from associate professor to full professor may be considered any time after appointment as associate professor when the faculty member's accomplishments warrant such consideration. The Chair's letter should indicate the Departmental metrics for distinction in documenting the candidate's achievements.

A faculty member in a tenure-accruing position must request consideration for tenure no later than the beginning of the last year of the tenure probationary period. The tenure probational period for the CVM is seven (7) years. It is expected that tenure-track faculty will be prepared to apply for tenure by the end of the sixth year to be awarded tenure in year 7, however in rare circumstances with the approval of the Provost, the probationary period may be extended in accordance with UF regulation 7.019. An extension to the tenure probationary period is available only for certain situations, but any extension must be approved by the Department Chair, the Dean, and the Provost. A one-year extension of the tenure probationary period may be awarded for faculty with parental duties or family illness (as detailed in the University Regulations 7.019 (3)(c) 1-5). Request for such an extension must occur no later than three months after the onset of the circumstances forming the basis of the request, and must be before 15 months are remaining to the end of the tenure probationary period. No more than two one-year extensions may be requested for the above reasons.

The University will award tenure "when ready" and faculty members may request consideration for tenure at any time after appointment into their tenure-accruing position. In most circumstances, a faculty member will apply for promotion and tenure simultaneously, as the achievements needed for the award of tenure are essentially the same as for promotion within the tenure track. Promotion from associate professor to full professor may be considered any time after appointment as associate professor, but only when the faculty member's accomplishments warrant such consideration. When a faculty member is hired at the rank of Associate Professor or Professor, they may apply for tenure at any time within the probationary period. However, candidates should consult with their chair and ensure that their packet is able to demonstrate sufficient distinction in assigned duties while at the University of Florida. Faculty members hired at the Associate Professor or Professor level are recommended to undergo a mid-cycle review prior to submission of promotion/tenure packet.

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

Promotion from Assistant to Associate Professor on the Tenure Track

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

Research and scholarship distinction on the Tenure Track

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

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

impact of the research should be clearly addressed in the research narrative and corroborated to the extent possible by “arms-length” external letters from reviewers.

- **Publication of other scholarly work.**

- Some forms of research and scholarship do not result in peer-reviewed journal articles because of the nature of activity. The college recognizes that research and scholarship products that are publicly available but not in the form of a peer-reviewed journal article can be nonetheless valuable. For example, a scholarly synthesis that clarifies existing science in support of legislation or regulatory policy can have enormous impact despite not appearing as a journal article. Other research products such as computational algorithms and other contributions of research datasets (e.g. gene sequences, genomic data, genetic analysis, epidemiologic data, etc.) to the public domain may be considered contributory to promotion. This type of research and scholarly activity is evaluated on a case-by-case basis, with explanation why the material produced is appropriate given the objectives of the activity and the needs of the sponsor. If possible, in order to be consistent with publication guidelines for promotion listed above, some equivalence between alternative research and scholarship products produced (e.g., technical reports) and peer-reviewed publications should be developed in an agreement between the faculty and the department chair. As with research and scholarship presented in the form of peer-reviewed publications, the impact should be provided in the research and scholarship narrative and corroborated through external letters. For individuals engaged in research and scholarly activity that produces more than one type of product, research and scholarship effort should be divided into categories, e.g. traditional academic research [producing peer-reviewed journal articles] and other academic research and scholarship [producing other specific products] to facilitate evaluation of productivity.

- **Funding support for research and scholarship.**

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

- **External Letters of evaluation.**

- Documentation from “arm’s-length” external letters of evaluation that the candidate has achieved a reputation of excellence in research and scholarship.

Other potential indicators of distinction in research and scholarship.

- Invitations to present research findings at meetings of scientific societies or at peer institutions.

- Invitations/participation in advisory committees
 - for research foundations, federal funding agencies or other authoritative bodies.
 - clinical practice guidelines or to formulate healthcare policies
- Evidence for integration of the candidate's research and scholarly accomplishments into established departmental, college or university programmatic goals through participation or leadership in combined center grants or program project awards.
- Listing and description of inventions and patent applications and awards (to be listed in #15 of the promotion and tenure template)
- Peer review
 - scholarly publications
 - research proposals for funding agencies, including state, national, or international agencies including research foundations and similar entities
 - abstract/presentation submissions to extramural, regional, national and international meetings
- Service on editorial boards
- Membership and leadership within leading national scientific societies of the candidate's field
- Invitations to chair or moderate sessions for presenting original research at national meetings.

Educational Distinction on the Tenure Track

Educational contributions can be considered as an area of distinction in addition to research and scholarship for promotion and tenure candidates. Distinction will be documented via the Educational Portfolio ([Appendix 1](#)) which will include the candidate's student and trainee evaluations, peer evaluations, and other relevant information. External letters of evaluation, the Chair's assessment through annual evaluations and the Chair's promotion letter that document distinction in education will be included in the primary promotion/tenure document. When possible, peer evaluations should be completed on each faculty member by a minimum of two different evaluators every three years. For faculty candidates who have not had sufficient time to compile a full portfolio, a minimum of 2 peer evaluations should be included in the Educational Portfolio. When the faculty member is involved in the training of interns, residents or fellows, the coordinator shall also provide a report of teaching effectiveness to include in the Educational Portfolio. When a faculty member is part of the Graduate Faculty, documentation of participation in theses and dissertations must be included (item #12 in the promotion and tenure template). Other forms of academic advisement should be included in the Educational Portfolio.

Educational distinction will be documented by:

- A combination of external and internal letters of evaluation may be used to document excellence in teaching, innovation in educational methods, development of new curricula and leadership in teaching and education.
- The Chair's letter placing the candidate's performance and reputation in the context of Departmental expectations

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

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

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

- Publication in journals devoted to the scholarship of teaching in the discipline
- Membership and participation in regional, national or international educational societies, committees and boards of the candidate's field
- Participation in national boards and leadership groups (e.g. ACVIM, AVMA, 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 of journals related to education

Patient Care Distinction on the Tenure Track

The contribution of the faculty member to establishing the recognition of the UF Veterinary Hospitals (UFVH) as a provider of excellent patient care can be considered as area of distinction in addition to research and scholarship in tenure decisions within the CVM. Where applicable, faculty should have achieved board certification in their clinical specialty and have national recognition for excellence in their clinical field. A candidate with a primary assignment for patient care must prepare and submit a Clinical Portfolio which addresses specific metrics for evaluation. Patient care includes both the direct care of veterinary patients, as well as support of clinical diagnostics such as clinical pathology, microbiology, anatomic pathology and other related disciplines. A candidate's clinical

portfolio may demonstrate distinction even if one or more of the elements are not applicable or not available. For faculty candidates who have not had many years to compile a full portfolio, a minimum of 2 peer evaluations of clinical work should be submitted. If other elements, including patient satisfaction scores are not available for the evaluation period, that section should be noted “not available”. Clinical evaluations should be completed on each faculty member by the Associate Dean of Clinical Services and Chief Medical Officer annually. Demonstration of contributions and accomplishments should be rated strong or superior in annual evaluations. Clinical distinction will be supported by the following elements:

- Outside letters of evaluation documenting excellence in clinical care, innovation in practice methods, development of new programs and leadership in safety and quality initiatives.
- The Chair’s letter placing the candidate’s performance and reputation in the context of Departmental expectations.
- Evidence for clinical scholarship is required. Publications and presentations which may already be entered in the promotion packet can be highlighted in the Clinical Portfolio if they are particularly relevant to the demonstration of distinction.

Additional indicators of distinction include:

- Commitment to ongoing growth and innovation in clinical performance, in particular, evidence of sub specialization should be present in the portfolio, if appropriate for the clinical field
- Introduction or development of novel clinical concepts or procedures to the CVM hospitals, including innovations to improve patient care or satisfaction, and quality of care metrics
- Evidence of clinical referrals to the UFVH that are related to a unique expertise or procedure provided by the faculty member
- External letters of evaluation documenting excellence in clinical care, innovation in practice methods, development of new programs and/or leadership in safety and quality initiatives
- Publication of peer-reviewed articles related to the area of clinical expertise in scholarly or clinical journals. The quality and impact are more important than the number published
- Scholarship through publication of observations impacting clinical practice, including case reports, topic reviews, case series, and interpretation of practice patterns and practice guidelines
- Participation as a major contributing author on clinical publications related to the area of sub-specialization
- Clinical presentations that inform the national professional audience
- Coordination and participation in clinical trials
- Evidence that the candidate is recognized beyond the institution for his/her clinical accomplishments as documented in the Clinical Portfolio, including:
 - Achievement of specialty board certification, where applicable
 - Attainment of a reputation for clinical excellence outside the institution
 - Success in clinical trials or new drug discoveries
 - Record of external grant support
 - Patient referrals from a local, regional, national or international area
 - Participation in national boards and leadership groups within the candidate’s field (e.g. AVMA, AAVC, AAVMC, specialty boards, etc.)

- Invitations to present at national conferences or symposia meetings related to the clinical discipline
- Contributions to outside professional organizations related to clinical specialty
- Invited professorships at other academic institutions
- Participation in grant review panels for foundation and federal funding agencies
- Awards and Honors related to clinical expertise or practice
- Awards from professional organizations
- In exceptional cases, membership on the editorial boards of prominent journals, editorship of prominent journals, and participation in scientific committees advisory to government or foundations.

Service Distinction on the Tenure Track

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

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

Extension Distinction on the Tenure Track

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

candidate's extension programmatic educational program responsibilities and should contain: a title, objectives, outreach methods and a statement of outcomes and impact or progress to date. Faculty with an extension assignment should present their scholarly programmatic work and accomplishments for the time period for which tenure/permanent status and/or promotion is being considered.

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

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

Extension distinction will be supported by the following elements:

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

Additional indicators of distinction include:

- Serving as a peer reviewer for scholarly publications related to extension.
- Serving on editorial boards, particularly on mission relevant journals or publications (which may be distributed to stakeholders)
- Serving as a peer reviewer/grader for abstract submissions to extramural, regional, national and international meetings
- Serving as a peer reviewer of extension and outreach proposals for funding agencies, including foundation and federal study sections
- Membership/leadership on committees to develop extension programs
- Invitations to present in area of expertise at national/ international meetings.
- Obtaining grant funding to support research-based extension activities

Promotion from Associate Professor to Full Professor on the Tenure Track

Promotion from Associate Professor to Full Professor in the tenure track requires demonstration of outstanding distinction in two mission areas, one of which must be research/scholarship. The candidate should demonstrate attainment of an international reputation for their research and scholarship through the candidate's narrative of contribution to their discipline (Item #13 of the promotion and tenure template) and substantiated by the Chair's and evaluators' letters. Expectations for sustained productivity as an independent investigator are proportional to the research assignment, as summarized in [Appendix 4](#). In addition, Associate Professors may undergo an optional mid-cycle review at the end of the 3rd year after the previous promotion to address progress toward promotion to Professor. While tenured faculty are not subject to a fixed probationary period the College generally expects Associate Professors to pursue promotion within a 7-year period.

Distinction in Research and Scholarship on the Tenure Track

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

Evidence of distinction will be supported by the following elements:

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

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

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

Educational Distinction on the Tenure Track

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

A candidate for promotion in teaching and education must submit an Educational Portfolio ([Appendix 1](#)) documenting the teaching and educational activities of the candidate. The Chair's assessment through annual evaluations and Chair's promotion letter must confirm excellence in the context of the Departmental expectations.

Evidence of distinction will be supported by the following elements:

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

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

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

Patient Care Distinction on the Tenure Track

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

Evidence of distinction will be supported by the following elements:

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

Additional Criteria for distinction in Patient Care may include:

- International reputation for excellence in a clinical subspecialty or procedure
- Commitment to ongoing growth and innovation in clinical performance, in particular, evidence of sub-specialization should be present in the portfolio
- Introduction or development of internationally recognized clinical concepts or procedures to the CVM hospitals
- Invitations to present continuing education at an international level
- Contribution of scholarly work in a clinical subspecialty that has made a significant impact on the field

- Development of an internationally recognized clinical service with national/international referrals to the UFVH that are related to a unique expertise or procedure provided by the faculty member
- Participation as a major contributing author on clinical publications related to the area of sub-specialization
- Coordination and participation in clinical trials with international recognition.
- Invitation to present CE at international meetings related to the clinical discipline
- Contributions to outside professional organizations related to clinical specialty
- Awards and Honors related to clinical expertise or practice
- Innovations to improve patient care or satisfaction
- Excellent scores on client satisfaction surveys
- Improvements or innovations in quality of care metrics recognized at an international level

Extension Distinction on the Tenure Track

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

Extension distinction will be supported by the following elements:

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

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.