Western University of Health Sciences  
College of Veterinary Medicine  

STANDARDS FOR PROMOTION, TENURE, AND POST-TENURE REVIEW OF TENURE TRACK FACULTY

Approved by the CVM Faculty 24 August 2004  
Approved by the Board of Trustees 12 December 2004  
Revised and approved by CVM Faculty 27 January 2006.

Mission Statement, College of Veterinary Medicine, Western University of Health Sciences

The College of Veterinary Medicine is committed to serving society and animals through the preparation of students for the practice of veterinary medicine, veterinary public health and/or veterinary research in an educational program of self-directed learning, reverence for life and clinical education through strategic partnerships. The College sustains a vibrant, diverse faculty by encouraging advancement through personal and professional development and research. This creates an environment of competent, caring, ethical professionals, where cooperative learning, public service, and scholarship can flourish in an arena of excellence.

I. INTRODUCTION

This document sets forth the College of Veterinary Medicine policies, criteria and guidelines for the promotion, tenure and post-tenure review of tenure track or tenured faculty. Procedures to be used for the interim and final reviews toward the recommendation of faculty for promotion and/or tenure are explained in detail. Each of these shall be conducted in accordance with the policies of Western University of Health Sciences, as described in the Faculty Handbook.

II. FACULTY APPOINTMENT CLASSIFICATIONS

A. Tenure-Track. Tenure-track faculty members, as described in the Western University Faculty Handbook, are individuals appointed into fulltime tenure-track positions. Tenure with all of its attendant privileges represents the most significant commitment the University can make to a faculty member; hence, criteria for tenure consideration include scholarly, teaching, and professional/clinical service requirements that are measurable and beyond those criteria for non-tenure track faculty. As a means of assuring continual growth and development, performance of tenure-track and tenured faculty in the College of Veterinary Medicine will be evaluated on a yearly basis via the Annual Faculty Evaluation and development process. During the probationary period (i.e. period prior to being awarded tenure), tenure-track faculty may receive annual renewable contracts.

B. Non-tenure Track. Non-tenure track appointments may be those held by faculty members working less than 40 hours per week or by full time faculty members with appointments that are designated as non-tenure track.

C. Change in Classification. Faculty members may request a transfer from a tenure-track to a non-tenure track appointment effective the end of the contract period. The request must be
submitted in writing to the Associate Dean of Preclinical Programs no later than January 7 for
review and recommendation towards an effective appointment date of July 1. A decision will be
made within 3 months of submitting the request, and will be communicated by the Dean to the
faculty member and the Faculty Affairs Committee in writing.

III. DEFINITION OF FACULTY RANKS

A. Assistant Professor

For promotion or appointment to the rank of Assistant Professor, the faculty member should have
earned the academic qualifications of a veterinary medical degree, or an appropriate degree plus a
Master’s degree and/or PhD, or the equivalent professional qualifications in the discipline; or that
level of relevant experience that would provide equivalent competence in the discipline. A
veterinary medical degree with specialty training such that the candidate will be qualified to attain
board certification in one of the specialty boards recognized by the American Board of Veterinary
Specialties will be considered as a terminal degree in the discipline. Specialty board certification
obtained from colleges outside of the United States may be considered appropriate in some
situations and will be decided by the time of first appointment.

Some specialties do not have an approved specialty board, and the individual will therefore not
have the opportunity to be board certified in his/her discipline. The College also recognizes that
medically trained faculty will be of value in certain instances, and to that end, the College
requires that such individuals be qualified to attain Board Certification in such boards recognized
by other health organizations as might be approved by the College.

The American Board of Veterinary Practitioners may be considered appropriate for those
disciplines that do not otherwise have a specialty board, e.g., a surgeon would not typically be
considered having met the qualifications for board certification by means of the Practitioners
Board, whereas an individual such as an ambulatory clinician, would. The Faculty Affairs
Committee or the Dean shall stipulate which boards are acceptable at the time of first
appointment.

The Assistant Professor should show promise for contribution in the areas of teaching and
facilitating ability, scholarly research, collegiality, and service contributions to the Discipline,
College, University, and/or Community.

B. Associate Professor

For promotion or appointment to the rank of Associate Professor the faculty member must meet
criteria for rank of Assistant Professor and demonstrate a sustained record of accomplishment in
teaching and facilitating ability, scholarly research, collegiality, and service contributions to the
Discipline, College, University, and/or Community. Although other products will be considered,
professional publications, submission and funding of grants, invited lectureships, and active
membership in a professional society will be important elements in assessing a faculty member’s
achievements and regional/national recognition.

C. Professor

The rank of Professor is among the highest honors that the University can bestow on a faculty
member. Therefore, it should be granted only to faculty members who have distinguished
themselves in their respective disciplines. For promotion or appointment to the rank of Professor, the faculty member must meet the criteria for rank of Associate Professor, and demonstrate a sustained record of outstanding achievements in teaching and facilitating ability, scholarly research, collegiality, and service contributions to the Discipline, College, University, and/or Community. Although other products will be considered, professional publications; submission and funding of grants/contracts; invited lectureships and editorships; consultancies; and holding of a professional societal office or award will be important elements in assessing a faculty member’s accomplishments and regional, national or international recognition.

IV. POLICIES, CRITERIA AND PROCEDURAL GUIDELINES

Promotion and tenure are based on merit and are earned by achievement as evidenced by the faculty member’s total contribution to the overall mission of the College as well as by promise of future continued professional development. Depending upon circumstances, promotion and tenure may be considered together or individually. The performance record of a faculty member being considered for promotion and/or tenure will be evaluated in terms of the following areas: contributions to teaching and facilitating, contributions to scholarly research, contributions to professional/clinical service, and collegiality.

Tenure, with all its attendant privileges represents the most significant commitment the University can make to a faculty member; hence, the criteria for tenure consideration includes additional teaching, scholarly, and professional/clinical service requirements that are measurable and beyond those criteria for non-tenure track faculty. While the College as a whole must excel in all of the above areas, individual faculty members may contribute in some areas more than others, depending on their assigned percentage of time to each area. Therefore, in evaluating the candidate’s qualifications for promotion and/or tenure, reasonable flexibility shall be exercised. All faculty, however, are expected to demonstrate professional collegiality and excellence in teaching ability.

The Faculty Affairs Committee recognizes that during the College’s initial development, faculty may need to devote disproportionate effort in the areas of teaching, with less time to participate in other activities within and outside the University. This should be considered when assessing a candidate’s abilities in contributions to the scholarly activity and professional/clinical services. This applies to tenure-track faculty beginning their appointment between Fall Semester 2002 and Fall Semester 2008. Therefore, the Faculty Affairs Committee may, at their discretion, allow an additional 2 year period to the time of recommendation for faculty members that were not granted tenure to enhance their portfolio.
POLICIES FOR AWARDING OF PROMOTION AND/OR TENURE

1. Time Line Policies for Mandatory Consideration of Promotion and/or Tenure

   a. Regular Time Lines

   The table below provides time guidelines for mandatory consideration for promotion and/or tenure based on appointment status. Exceptions to these guidelines are provided for in section IV.A.2.

<table>
<thead>
<tr>
<th>FACULTY APPOINTMENT STATUS</th>
<th>PROMOTION AND/OR TENURE CONSIDERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor without PTRE¹</td>
<td>Promotion and Tenure together after 6 year probationary period²</td>
</tr>
<tr>
<td>Assistant Professor with PTRE</td>
<td>Promotion and Tenure together after 2-4 years probationary period</td>
</tr>
<tr>
<td>Associate Professor without PTRE</td>
<td>Tenure after 6 year probationary period; Promotion to Professor based on criteria, not time frame</td>
</tr>
<tr>
<td>Associate Professor with PTRE</td>
<td>Tenure after 2-4 years probationary period; Promotion to Professor based on criteria, not time frame</td>
</tr>
<tr>
<td>Associate Professor with Tenure</td>
<td>Promotion to Professor based on criteria, not time frame</td>
</tr>
<tr>
<td>Professor without PTRE</td>
<td>Tenure after 6 year probationary period</td>
</tr>
<tr>
<td>Professor with PTRE</td>
<td>Tenure after 2-4 years probationary period</td>
</tr>
</tbody>
</table>

¹ PTRE = Previous Tenure-Relevant Experience is tenure-track appointment at another institution.

² Candidate prepares dossier at the beginning of the 6th year of the probationary period; if successful, Promotion and Tenure are granted at the end of the 6 year probationary period

b. Exceptions to Regular Time Lines

   (i) Deferral of Time Lines

   In special circumstances, a Faculty member may request in writing to the Associate Dean of Preclinical Programs with copies to the Faculty Affairs Committee, that consideration of tenure be deferred, despite the fact that he/she has reached the time defined as mandatory consideration for tenure. Conversely, the Associate Dean of Preclinical Programs may recommend deferral, which must be communicated in writing, to the candidate. The Faculty member may elect to refuse deferral.

   Deferrals may be requested and approved for single year blocks for reasons such as providing care associated with birth or adoption of a child, for personal illness, in order to care for a sick family member, unpaid leave of absence, or factors beyond the Faculty member’s control that hinder the performance of the usual range of duties associated with being successful in the promotion and tenure process. The extent to which the event leading to the request was beyond the faculty member's control, the extent to which it interfered with the faculty member's ability to be productive, and the faculty member's accomplishments up to the time of the request will be considered in the review of the request.

   Deferrals may be recommended or granted only by the Associate Dean of Preclinical Programs in consultation with the Faculty Affairs Committee, and usually for not more than a one-year period.
In some cases, and with annual written requests by the Faculty member for continuation of deferral, this period may be extended for one or more additional years. The request for deferral must be made prior to July 1 in the year in which the candidate's tenure consideration is to come before the Faculty Affairs Committee.

A request to exclude time from the probationary period for any reason will not be granted after a non-renewal notice has been issued. The granting of a deferral shall in no way affect the University's right not to renew the contract of a Faculty member according to policies and procedures detailed in the Faculty handbook.

Faculty members will be reviewed annually during their probationary periods regardless of whether time is excluded from that period for any of the above reasons, unless their absence from campus during an excluded period makes conduct of such a review impractical. Expectations for productivity during the probationary period cannot be increased as a consequence of exclusions of time granted under the terms of this rule.

(ii) Early Consideration as a Special Merit Case

Early consideration for promotion and/or tenure refers to initiation of promotion and/or tenure application prior to the mandatory time guideline for consideration for promotion and/or tenure based on appointment. A Faculty member who seeks early consideration, as an exceptional case, shall so request in writing to the Associate Dean of Preclinical Programs no later than July 1 of the year in which the candidate will go forward. The Faculty member seeking early consideration has the responsibility of establishing the exceptional nature of the case. Early consideration for promotion and/or tenure must be approved by the Associate Dean for Preclinical Programs, the Dean and the Executive Vice President for Academic Affairs in writing before September 1 for the early consideration to proceed. Grounds for consideration as an exceptional case are exceptional performance, and may include performance in positions held and experience obtained at other universities or elsewhere.

In special merit cases, promotion with tenure may be considered at any time prior to expiration of the full probationary period. In the case where a faculty member is considered for both promotion and tenure, the faculty member may receive early promotion with or without tenure. Should the faculty member not receive promotion with tenure, the faculty member may be considered for promotion with tenure again, but only at the end of the probationary period. Thus, in the case of a faculty member seeking early tenure consideration, the maximum number of times that he/she may be considered for tenure is twice, and must occur within the six-year probationary period.

A decision that there are not sufficient grounds for early consideration does not constitute a denial of tenure, and the provisions for mandatory consideration for tenure remain in effect.

(iii) Time Line for Initial Faculty Appointments with Tenure.

A candidate for a faculty position who has tenure at a different academic institution shall be considered for the granting of tenure at time of hire by the Faculty Affairs Committee. Such consideration shall include a vote by all tenured faculty and a written recommendation from the Faculty Affairs Committee to the Associate Dean for Preclinical Programs prior to the completion of final negotiation for hire.
2. Policies for the Consideration of Tenure

Tenure will not be recommended for a candidate who has not demonstrated success in teaching and/or facilitating ability.

A tenure-track Associate Professor may be considered for promotion and/or tenure. Tenure criteria are the same as those required for promotion and tenure from Assistant to Associate Professor.

In cases where promotion alone is awarded early to a faculty member, prior to completion of the tenure track probationary period, no promise of eventual tenure is implied by the promotion.

Demonstration of collegiality by the faculty member is a significant factor in the recommendation and decision process toward the awarding of tenure.

Time spent on any type of leave shall not be counted as time toward tenure. Applicants returning from leave of absence who are otherwise eligible for tenure are required to teach one academic year at the University before being considered for tenure.
CRITERIA FOR AWARDSING TENURE

The basis for determining promotion and/or tenure includes annual review of faculty performance as provided for in the Annual Faculty Evaluation document. For successively higher levels of faculty rank, higher levels of achievement, and a continuum of achievement, are expected. In considering promotion and/or tenure, reasonable flexibility should be exercised. The candidate’s commitment, professional competence, contributions, and student and peer evaluations should weigh heavily in the deliberations, using the applicable promotion/tenure criteria and documentation. A faculty member’s FTE assigned effort allocation shall be considered with promotion and tenure decisions. A faculty member’s FTE emphasis and productivity should coincide with their effort allocation.

The criteria and documentation for assessment of performance in dimensions on which consideration shall be given by the Faculty Affairs Committee in deciding whether to recommend promotion and/or tenure be awarded listed below.

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>CRITERIA</th>
<th>DOCUMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Ability</td>
<td>Fulfillment of teaching assignments</td>
<td>CV, Teaching Portfolio, Peer Evaluation; Assoc Dean for Preclinical Programs</td>
</tr>
<tr>
<td>(Required)</td>
<td>Mastery of subject matter</td>
<td>Peer Evaluation</td>
</tr>
<tr>
<td></td>
<td>Effective communication</td>
<td>Student &amp; Peer Evaluation</td>
</tr>
<tr>
<td></td>
<td>Effective student mentoring</td>
<td>Student &amp; Peer Evaluation</td>
</tr>
<tr>
<td></td>
<td>Professional attitude</td>
<td>Student &amp; Peer Evaluation, Letters of Reference</td>
</tr>
<tr>
<td></td>
<td>Continued development of teaching skills</td>
<td>CV, Continuing Education completed</td>
</tr>
<tr>
<td></td>
<td>Development of new cases, labs, lectures</td>
<td>CV, Teaching Portfolio</td>
</tr>
<tr>
<td></td>
<td>Implementation of innovative teaching</td>
<td>Teaching Portfolio</td>
</tr>
<tr>
<td></td>
<td>Honors, awards</td>
<td>CV; Letters of Award</td>
</tr>
<tr>
<td>Facilitating</td>
<td>Fulfillment of teaching assignments</td>
<td>CV, Teaching Portfolio, Peer Evaluation; Assoc Dean for Preclinical Programs</td>
</tr>
<tr>
<td>Ability</td>
<td>Effective student mentoring</td>
<td>Student &amp; Peer Evaluation</td>
</tr>
<tr>
<td></td>
<td>Professional attitude</td>
<td>Student &amp; Peer Evaluation</td>
</tr>
<tr>
<td>Scholarly</td>
<td>Grants, contracts written and/or funded</td>
<td>CV; Copies of grant proposals or award letters</td>
</tr>
<tr>
<td>Research</td>
<td>Publications: lead, secondary or other author; peer and non-peer reviewed</td>
<td>CV; Copies of publications</td>
</tr>
<tr>
<td></td>
<td>Presentations including seminars, invited seminars, professional meeting abstracts</td>
<td>CV, Letters of Reference</td>
</tr>
<tr>
<td></td>
<td>Research projects conducted, in progress</td>
<td>CV, Letters of Reference</td>
</tr>
<tr>
<td></td>
<td>Work products [models, simulators, conferences, computer programs, etc.]</td>
<td>CV, Teaching Portfolio, Copies, photos or CD’s of Products</td>
</tr>
<tr>
<td></td>
<td>Honors, awards</td>
<td>CV, Letters of Award</td>
</tr>
<tr>
<td>Service</td>
<td>Committee leadership, memberships</td>
<td>CV</td>
</tr>
<tr>
<td></td>
<td>(profession, college, univ, community)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consultantships, boards, reviewer</td>
<td>CV, Letters of Reference</td>
</tr>
<tr>
<td></td>
<td>Honors, awards</td>
<td>CV, Letters of Award</td>
</tr>
<tr>
<td>Collegiality</td>
<td>Recognition through elected and/or appointed positions</td>
<td>CV, Letters of Reference</td>
</tr>
<tr>
<td></td>
<td>Collaborative efforts</td>
<td>CV, Letters of Reference</td>
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<tr>
<td></td>
<td>Shared academic &amp; administrative tasks</td>
<td>CV, Letters of Reference</td>
</tr>
<tr>
<td></td>
<td>Professionalism and integrity</td>
<td>Letters of Reference</td>
</tr>
<tr>
<td></td>
<td>Mentorship</td>
<td>CV, Letters of Reference</td>
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Continuing productivity shall be additionally evaluated taking into consideration an individual’s ability to meet expectations of annual FTE allocations. The Faculty Affairs Committee recognizes that during the College’s initial stages faculty members may be assigned responsibilities different from the job description contained in original contract.

PROCEDURAL GUIDELINES FOR PROMOTION AND TENURE

1. Procedural Guidelines for Interim Review(s)

For new faculty members with no previous tenure-relevant experience, a three-year review will be conducted by the Faculty Affairs Committee to ensure satisfactory progress of the faculty member towards attaining promotion and tenure by the end of the six-year probationary period.

The three-year review will involve a mock tenure review process with the faculty member providing a complete dossier. Outside letters of recommendation will not be required for this evaluation process; however, input from the Associate Dean of Preclinical Programs as well as tenured faculty in the College of Veterinary Medicine will be requested. Subsequent to this review, the Faculty Affairs Committee will generate and provide a written report to the faculty member, including recommendations, as to the nature of the faculty member's progress towards attaining promotion and tenure. This report will be included in the faculty member's dossier and forwarded to the Dean for review and any action he/she deems necessary.

Faculty members with prior tenure-relevant experience may undergo appropriately timed interim review(s) if requested or if deemed necessary by the Associate Dean of Preclinical Programs.

2. Procedural Guidelines for Promotion and/or Tenure

Consideration for promotion and/or tenure may be initiated by the Faculty member, the Faculty Affairs Committee, and/or the Associate Dean for Clinical Programs. If consideration is not initiated by the Faculty member, he/she must agree to go forward at that time for consideration to proceed.

Candidates for promotion and/or tenure shall submit a dossier to the Associate Dean of Preclinical Programs no later than September 1 of the final year of their probationary period for review and recommendation towards a potential appointment date of July 1 of the following year. It is the responsibility of the Associate Dean for Preclinical Programs to provide a format for the dossier, and to assist the candidate in assuring completeness of the dossier. The candidate shall be reminded by the Associate Dean for Preclinical Programs that decisions on promotion and/or tenure must be based on the contents of the dossier alone.

The candidate shall select at least three external referees. Normally, these will be individuals at or above the rank or tenure status the candidate seeks, who are familiar with the candidate’s discipline, who have not been involved with the candidate’s training and are not faculty members at Western University. The candidate shall provide a description of the relationship with and the qualifications of these referees to the Associate Dean for Preclinical Programs. In addition, the candidate shall select 3-5 representative publications or other work products to be sent to external
referees. The Associate Dean for Preclinical Programs shall select two external peer referees from the list provided by the candidate, and two other external referees unknown to the candidate. The Associate Dean for Preclinical Programs shall then send a letter to the four external referees, requesting their assessment of whether the candidate’s credentials and productivity warrant promotion and/or tenure. The candidate’s CV, selected publications or work products, and a copy of the Western University of Health Sciences College of Veterinary Medicine Standards for Promotion, Tenure, and Post-Tenure Review of Tenure Track Faculty document shall be enclosed with the solicitation letter. External referees shall be informed that their letters will not be kept confidential from the candidate.

When possible, faculty members also may consult with their immediate supervisor to select additional evaluators with knowledge of the candidate’s accomplishments and abilities. These may include clinical site coordinators, practice partners, former graduate students and house officers (i.e., interns and residents), and alumni of the College. It is recommended that no more than four letters from additional evaluators be included in the dossier.

The candidate shall have access to his/her dossier at all times until it leaves the College, and shall have the right to add comments responding to any statements in the dossier that he/she believes may be inaccurate.

After receipt of letters from external referees and evaluators, and their inclusion in the dossier, the Associate Dean of Preclinical Programs shall make the dossier available for review for at least 4 weeks by all College faculty. The Faculty Affairs Committee will thereafter convene a meeting of the College faculty at or above the rank or tenure status being sought by the candidate. The Chair of the Faculty Affairs Committee will lead discussion on the candidate’s credentials and performance, reminding the Faculty that their decisions to recommend or deny promotion and/or tenure must be based solely on the contents of the dossier. The Chair of the Faculty Affairs Committee then will conduct a written, secret ballot of all faculty at or above the rank or tenure status being sought by the candidate. Faculty members do not need to be present at the discussion in order to vote on promotion and/or tenure of the candidate, but they must be at or above the rank or tenure status sought by the candidate in order to vote. Administrators who are tenured faculty members, with the exception of the Dean and the Associate Dean for Preclinical Programs, are eligible to vote on recommendation for promotion and/or tenure. No less than three votes are required to decide these matters. If there are not 3 eligible faculty members available to vote the FAC will choose the faculty member(s) that will be allowed to vote.

Following review and evaluation of the candidate’s dossier in light of criteria for promotion and tenure at the College, a member of the Faculty Affairs Committee who agrees with the majority opinion is assigned the task of preparing a written report that documents the faculty vote and presents recommendations based on the majority opinion. If the vote is not unanimous, a minority opinion should also be included in the report, and should be written by a faculty member holding the minority opinion.

The complete dossier, including the written report of the Faculty Affairs Committee, is then forwarded to the Associate Dean for Preclinical Programs, who adds a letter of personal recommendation, based on the contents of the dossier. The dossier is then sent to the Dean, who adds a letter of personal recommendation, based on the contents of the dossier.
The complete dossier is then forwarded to the Executive Vice President of Academic Affairs/Chief Academic Officer for his/her review. If approved by the Executive Vice President of Academic Affairs/Chief Academic Officer, the Executive Vice President recommends approval to the President and the Board of Trustees at the next regular meeting of the Board. The candidate and Dean are notified of the action by the Board of Trustees by the Executive Vice President of Academic Affairs/Chief Academic Officer.

If tenure is not recommended by the Executive Vice President of Academic Affairs/Chief Academic Officer or the Board of Trustees by the end of the probationary period, the faculty member will be offered a one-year terminal contract. The faculty member has the right to appeal denial of tenure using the Grievance Procedure outlined in the Faculty Handbook.

Upon completion of the promotion and/or tenure process and after a final decision has been made, the candidate's dossier will be housed in the Dean's office.

3. Procedural Guidelines for Post-Tenure Review

All College Faculty participate in an annual evaluation and development process. This process is goal-oriented, and ensures that each faculty member: 1) establishes and accomplishes goals and objectives that contribute to Western University of Health Sciences College of Veterinary Medicine mission, vision, values, and goals, and 2) continues with personal and professional growth and development, thereby making him/her more effective in the position.

A formal post-tenure review process will be required only if the annual evaluation process documents, over a three- to five-year period, that the faculty member's performance and overall contributions to the College and University have become inadequate as determined by the Dean, upon recommendation by the Associate Deans. The primary goal of this formal post-tenure review process is to support professional renewal. The specific activities to ensure professional renewal will be determined following formal review by the Faculty Affairs Committee.

If it is determined by the Dean that a faculty member's performance and contributions have become inadequate, the Faculty Affairs Committee shall be notified and a formal letter sent to the faculty member. This letter will detail the inadequacies and deficiencies of the faculty member with recommendations for steps to be taken to address the inadequacies/deficiencies and to support professional renewal. In addition, the report will explain subsequent actions the Faculty Affairs Committee will take to ensure professional renewal, including subsequent in-depth reviews of the faculty member's overall performance. In consultation with the Dean and the appropriate Associate Deans the faculty member will develop a specific action plan to address the inadequacies/deficiencies.

Following a reasonable time frame (as developed in the action plan but no more than 2 years), the Faculty Affairs Committee will review the progress of the faculty member by conducting a mock review as described above in Section IV.C, with the faculty member providing a complete dossier. Outside letters will not be required for the review process; however, input from the Assistant/Associate Deans, Associate Dean of Preclinical Programs as well as tenured faculty in the College of Veterinary Medicine will be requested.

If it is determined that: the inadequacies/deficiencies have been addressed satisfactorily, the post-tenure review process will be terminated and a letter will be sent to the faculty member and the Dean stating that the faculty member has made significant progress towards professional renewal.
If it is determined that satisfactory progress has not been made towards addressing the inadequacies/deficiencies, the Faculty Affairs Committee will generate and provide a written report to the faculty member as to the nature of any continuing and/or additional inadequacies and deficiencies. The report will also include recommendations to address the inadequacies/deficiencies towards professional renewal. Review and modification of the action plan will be required at this time.

The faculty member's dossier along with the written report will be forwarded to the Associate Dean for Preclinical Programs for his/her review and any additional action that he/she deems necessary. Following a reasonable time frame, (normally no more than 2 years), the Faculty Affairs Committee will require the faculty member to go through a formal review process excluding requests for outside letters. Subsequent to this formal review, if it is determined that the inadequacies/deficiencies have been addressed satisfactorily, the post-tenure review process will be terminated and a letter will be sent to the faculty member and the Associate Dean for Preclinical Programs stating that the faculty member has made significant progress towards professional renewal. However, should the Faculty Affairs Committee find that the faculty member has not improved his/her performance in accordance with the action plan, the Faculty Affairs Committee may recommend termination of continuous appointment subject to demonstrating adequate cause or transferal of the faculty member to a non-tenured status. The basis of the recommendation will be provided to the Associate Dean for Preclinical Programs in a written report along with the faculty member's complete dossier. In accordance with the Faculty Handbook, the Dean and Executive Vice President for Academic Affairs/Chief Academic Officer may take actions relative to the final decision on the faculty member's appointment status. The faculty member may appeal the decision using the Grievance Procedure outlined in the Faculty Handbook.

V. DEFINITION OF TERMS

Academic Qualifications. Credentials, knowledge, skill and judgment of a Faculty member that are relevant and available to him/her in the course of carrying out responsibilities of a particular rank. These include a) knowledge of the literature, and b) skills to make contributions to the discipline and/or to make a social contribution. These qualifications are usually met by academic training. However, in some instances such qualifications will be attained through practical experience and creative professional activities.

Collegiality. The capacity or ability of an individual to relate well and constructively to faculty, staff and students within the institution. A professional criterion relating to the performance of a faculty member's duties within the College; should be distinguished from sociability or congeniality. A required dimension or category of evaluation for faculty seeking promotion and/or tenure at the College of Veterinary Medicine. Collegiality is marked by power or authority vested equally in each of a number of colleagues. Interpretation about a candidate’s collegiality should not intrude upon the academic freedom of an individual and should not be confused with the rights of a faculty member to dissent. Intellectual disagreement should not be confused with non-cooperation or dissent with disobedience. Principal criteria for assessment of collegiality include recognition through selected and/or appointed positions, collaborative efforts, engagement in shared academic and administrative tasks, professionalism and integrity, and mentorship efforts. These activities are documented in the Annual Faculty Evaluation, Curriculum Vitae and letters of evaluation.
**Dimensions.** Categories of criteria that are evaluated in the consideration of promotion and/or tenure of Faculty members at the College of Veterinary Medicine. Dimensions include Teaching Ability, Facilitating Ability, Scholarly Research, Service Contributions (to the profession, the College, University, and/or Community) and Collegiality.

**Facilitating Ability.** The ability to facilitate students to become self-directed, life-long learners. The ability to assist in the development of a process of learning that will keep the student current in their career of choice following graduation. A dimension or category of evaluation for faculty seeking promotion and/or tenure at the College of Veterinary Medicine. Evidence of facilitating ability is provided by peer evaluations and student evaluations, which are required parts of the dossier for the candidate seeking promotion and/or tenure.

**Faculty Affairs Committee.** The elected faculty standing committee that serves as an advisory committee to the Dean on Promotion and Tenure, and conducts peer review activities, in accordance with standards and guidelines established by the College and the University, for the purpose of recommending Faculty for promotion and/or tenure. The Committee also is responsible for maintaining the College’s guidelines and standards for promotion and tenure.

**FTE.** Full time equivalent. A full-time equivalent commitment carries the expectation that faculty members negotiated their fair-share of the College of Veterinary Medicine workload as documented in the FTE planning process. FTE may be used in reference to faculty assignments, as PBL facilitation of one class per semester is a 0.25 FTE, and/or a faculty member may be assigned 0.5 FTE for professional development and scholarly activity.

**Offset:** Outstanding performance in one or more dimensions of the promotion and tenure criteria, that makes up for marginal deficiency in another dimension, leading to the granting of promotion and/or tenure based on evaluation of overall performance. Offsets may not be applied to the dimension of teaching ability, which, if deficient, may not be offset by performance in another dimension.

**Promotion.** Advancement from one rank to another in the Faculty classification structure. Such advancement should reflect achievement of the Faculty member in performance of his or her duties.

**Scholarly activity.** A broad term encompassing academic peer-reviewed productivity that the College defines as scholarly research.

**Scholarly Research.** Productive activity that is peer-reviewed and that leads to significant advances in new information and knowledge. A dimension or category of evaluation for faculty seeking promotion and/or tenure at the College of Veterinary Medicine. Contributions to a scholarly discipline are to be distinguished from the practice of a discipline (such as consulting activities or public performance by artists) by evidence that the frontiers of the state of the discipline or profession have been advanced, or something of cultural value has been created as a result of the activity. Scholarly research activity may be conducted in many different environments, including the research laboratory, the classroom, the design studio, and the patient care setting. This activity includes the scholarships of discovery, integration, application and teaching described by Ernest Boyer (1990) in his paper, “Scholarship Reconsidered: Priorities of the Professoriate”. Each of these is defined more specifically as follows:
• Scholarships of discovery is a commitment to knowledge, to freedom of inquiry, and to following a disciplined investigation, wherever it may lead. This comes closest to what most academics refer to as research.

• Scholarships of integration are serious disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research. It gives meaning to isolated facts and helps put them in perspective. This involves making connections across disciplines, placing specialties in a larger context, illuminating data in a revealing way, and often educating non-specialists.

• Scholarships of application moves toward engagement and is defined by responsible application of knowledge to consequential problems. Service activities may be considered as scholarship of application if they are tied directly to one's special field of knowledge and relate to and flow directly out of this professional activity. It is possible that new intellectual understandings can arise out of the act of application, whether in medical diagnosis, shaping public policy, or serving clients. In such activities, theory and practice vitally interact, and one renews the other.

• Scholarships of teaching begins with what the teacher knows; it has been stated that teaching is the highest form of understanding. Those who teach must be well informed and steeped in the knowledge of their fields. Teaching is a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher's understanding and the student's learning. Instructional methods must be carefully planned, continuously examined, and relate directly to the subject taught. Great teachers stimulate active learning and encourage students to be critical, creative thinkers, with the capacity for life-long learning.

Measurable products of scholarly research in all scholarships may include

• Funded research grants and contracts
• Research projects completed and in progress
• Peer-reviewed, data-based publications (preferred), other peer-reviewed publications, abstracts, non-peer reviewed publications, book chapters and books,
• Work products such as educational models, simulators, conferences organized, etc.,
• Invited presentations at scholarly conferences,
• Scholarly reputation among peers locally, nationally and, internationally,
• Memberships in scholarly and professional organizations,
• Offices held in regional, national and international professional organizations, and/or
• Leadership/organization of scholarly conferences and professional development activities.

Service Contributions to the Community. A dimension of service performance that recognizes that the university operates in the context of a larger community. The University is dependent on the community to provide resources necessary to maintain it. Because of this dependence, the University must monitor the needs of that environment if it is to minimize the risk of losing support and maintaining relevance to larger society. The major responsibility for monitoring the demands of society on the University rests with the organization's executive level, but individual Faculty members also can play a part in this activity, and such voluntary contributions should be valued. The commitment to collaboration with strategic partnership sites is a founding principle of the College, and is accomplished by providing competent veterinary students and maintaining collaborations to advance the field of veterinary medicine.

Service Contributions to the Profession. A dimension of service performance that recognizes the requirements of those Faculty members with relevant kinds of expertise to contribute
applications of their discipline in diagnostic and clinical services. Professional or clinical service refers to the work that a faculty member performs for the College, Western University, other academic institutions, professional organizations, and the public. The practice of a discipline is to be distinguished from contributions to a discipline.

Service Contributions to the University's Governance and Functioning: A dimension of service performance that recognizes the necessity for Faculty members to accept responsibility for governance of the University and the College and execution of many tasks that must be carried out for it to function effectively.

Standards for Appointment or Promotion: The minimal levels of performance or attainment on dimensions or criteria recommended for promotion and/or tenure. These minimal levels of attainment are defined in Section III (above) for each academic rank. These standards are defined in general terms and it is expected that assessment of specific cases will occur after exercise of judgment that comes from a process of peer review.

Teaching Ability. Teaching ability is the ability to assist students in developing competence in a subject area and a sense of whole knowledge. Teaching ability is a dimension or category of evaluation for faculty seeking promotion and/or tenure at the College of Veterinary Medicine. Evidence of teaching ability is provided by peer (defined as any qualified educator) evaluations and student evaluations, which are required parts of the dossier for the candidate seeking promotion and/or tenure. In addition, this dimension also includes course development and advising. Some examples of documentation of teaching ability include:

a. Excellence in teaching courses taught in professional and graduate programs.
b. Development of Innovative approaches to instruction, including development of new teaching techniques, pedagogies or innovations (problems, exercises, models, experiments, notes, audio-visual media materials, educational software, etc.).
c. Effectiveness in curriculum review (appraisal of objectives and effectiveness of course design, incorporation of new courses in light of these reviews); updating course materials
d. Contributions to the College’s instructional program through leadership and development.
e. Flexibility and cooperation with faculty and staff in teaching assignments.
f. Involvement and effectiveness in resident and graduate student supervision.
g. Excellence in teaching activities outside the College.

Tenure or indefinite tenure. Appointment without term, including the right of a Faculty member not to be dismissed except for cause as defined in the University Faculty Handbook. Appointment without term includes the right during the appointment to fair consideration for increases of responsibility and salary, and promotion in rank.
APPENDIX 1. Proposed Format and Contents of Dossier
For Promotion and/or Tenure and/or Post-Tenure Review
College of Veterinary Medicine, Western University of Health Sciences

Title Page

Table of Contents

Chapter

1. Self-Reflective Statement by the Candidate (2-3 pages)

2. Curriculum Vitae

3. Documents in Support of Teaching Ability (list of courses taught during the probationary period; student and peer evaluations required; PBL cases written, module leadership; may include candidate’s teaching portfolio; honors or awards, perhaps short samples of exams or exam items written).

4. Documents in Support of Facilitating Ability (list of facilitating assignments and student evaluation data)

5. Documents in Support of Scholarly Research: Representative publications and first pages of funded research grants (selected by the candidate). For both publications and grants, candidate should describe his/her role in the research. For candidates with other work products (computer assisted instruction, models, conferences, this section may contain photos, descriptions, or CD-ROM’s documenting the nature and quality of the work products.

6. Documents in Support of Service to the College, University, Discipline or Community (list of committee memberships, leadership, roles in specialty groups, letters of appreciation, honors and awards)

7. Documents in Support of Collegiality (Letters of Reference)

8. Letters of Reference from External Referees and Evaluators; each letter should be preceded by a short (~ 1 paragraph) description of the qualifications of the evaluator.

9. Letter from the Associate Dean for Preclinical Programs

10. Letter from the Dean

11. Letter from the Executive Vice President, Academic Affairs

12. Further comments from the Candidate (optional)
Appendix 2. Proposed CV Format
For Promotion and/or Tenure and/or Post-Tenure Review
College of Veterinary Medicine, Western University of Health Sciences

CURRICULUM VITAE

NAME: Jane Madison Doe

PRESENT POSITIONS: Assistant Professor, College of Veterinary Medicine
Western University of Health Sciences
309 East Second Street, Pomona, CA 91766-1854 USA
ph: 909-469-5628 FAX: 909-469-5635
email:jdoe@westernu.edu

SOCIAL SECURITY NO: XXX-XX-XXXX

EDUCATION: (chronological, oldest first)
Pathology. Thesis Title: XXXXX.

HONORS: (chronological, oldest first)

PROFESSIONAL POSITIONS: (chronological, oldest first)

VETERINARY LICENSURE: Iowa (1977-the present)

BOARD CERTIFICATION: Diplomate, American College of Veterinary Pathologists, 1984

MEMBERSHIP IN PROFESSIONAL SOCIETIES: (list alphabetically)

COMMITTEE MEMBERSHIPS: (chronological, oldest first, include dates of service)

FUNDED RESEARCH: (chronologically, oldest first)
1. Doe, J.E., and Robertson, E.C.: Pathogenesis of parvoviral cardiac lesions in the dog. (1987-
1989). Morris Animal Foundation. $75,000. (Primary investigator and pathologist)

PROGRAM SPEAKER: (chronological, oldest first)
A. Scientific Program/Abstracts
1. Doe, J.E: Pathogenesis of parvoviral cardiac lesions in the dog. Annual Meeting of the
Conference of Research Workers in Animal Diseases, Chicago, IL, Nov, 1990.
B. Invited Presentations - Veterinary Groups
C. Invited Presentations - Lay Groups:

PUBLICATIONS: (chronological, oldest first)
A. Refereed Journals
B. Books
C. Chapters in Books
D. Reports in Nonrefereed/Lay Publications