

1 **Western University of Health Sciences**  
2 **College of Veterinary Medicine**  
3

4 **STANDARDS FOR PROMOTION, TENURE, AND POST-TENURE REVIEW OF**  
5 **TENURE TRACK FACULTY**  
6  
7

8 Approved by the CVM Faculty 24 August 2004  
9 Approved by the Board of Trustees 12 December 2004  
10 Revised and approved by CVM Faculty 27 January 2006.  
11

12 **Mission Statement, College of Veterinary Medicine, Western University of Health Sciences**  
13

14 The College of Veterinary Medicine is committed to serving society and animals through the preparation of  
15 students for the practice of veterinary medicine, veterinary public health and/or veterinary research in an  
16 educational program of self-directed learning, reverence for life and clinical education through strategic  
17 partnerships. The College sustains a vibrant, diverse faculty by encouraging advancement through personal  
18 and professional development and research. This creates an environment of competent, caring, ethical  
19 professionals, where cooperative learning, public service, and scholarship can flourish in an arena of  
20 excellence.  
21

22  
23 **I. INTRODUCTION**  
24

25 This document sets forth the College of Veterinary Medicine policies, criteria and guidelines for  
26 the promotion, tenure and post-tenure review of tenure track or tenured faculty. Procedures to be  
27 used for the interim and final reviews toward the recommendation of faculty for promotion and/or  
28 tenure are explained in detail. Each of these shall be conducted in accordance with the policies of  
29 Western University of Health Sciences, as described in the Faculty Handbook.  
30

31  
32 **II. FACULTY APPOINTMENT CLASSIFICATIONS**  
33

34 **A. Tenure-Track.** Tenure-track faculty members, as described in the Western University  
35 Faculty Handbook, are individuals appointed into fulltime tenure-track positions. Tenure with all  
36 of its attendant privileges represents the most significant commitment the University can make to  
37 a faculty member; hence, criteria for tenure consideration include scholarly, teaching, and  
38 professional/clinical service requirements that are measurable and beyond those criteria for non-  
39 tenure track faculty. As a means of assuring continual growth and development, performance of  
40 tenure-track and tenured faculty in the College of Veterinary Medicine will be evaluated on a  
41 yearly basis via the Annual Faculty Evaluation and development process. During the  
42 probationary period (i.e. period prior to being awarded tenure), tenure-track faculty may receive  
43 annual renewable contracts.  
44

45 **B. Non-tenure Track.** Non-tenure track appointments may be those held by faculty members  
46 working less than 40 hours per week or by full time faculty members with appointments that are  
47 designated as non-tenure track.  
48

49 **C. Change in Classification.** Faculty members may request a transfer from a tenure-track to a  
50 non-tenure track appointment effective the end of the contract period. The request must be

1 submitted in writing to the Associate Dean of Preclinical Programs no later than January 7 for  
2 review and recommendation towards an effective appointment date of July 1. A decision will be  
3 made within 3 months of submitting the request, and will be communicated by the Dean to the  
4 faculty member and the Faculty Affairs Committee in writing.

### 6 7 **III. DEFINITION OF FACULTY RANKS**

#### 8 9 **A. Assistant Professor**

10  
11 For promotion or appointment to the rank of Assistant Professor, the faculty member should have  
12 earned the academic qualifications of a veterinary medical degree, or an appropriate degree plus a  
13 Master's degree and/or PhD, or the equivalent professional qualifications in the discipline; or that  
14 level of relevant experience that would provide equivalent competence in the discipline. A  
15 veterinary medical degree with specialty training such that the candidate will be qualified to attain  
16 board certification in one of the specialty boards recognized by the American Board of Veterinary  
17 Specialties will be considered as a terminal degree in the discipline. Specialty board certification  
18 obtained from colleges outside of the United States may be considered appropriate in some  
19 situations and will be decided by the time of first appointment.

20  
21 Some specialties do not have an approved specialty board, and the individual will therefore not  
22 have the opportunity to be board certified in his/her discipline. The College also recognizes that  
23 medically trained faculty will be of value in certain instances, and to that end, the College  
24 requires that such individuals be qualified to attain Board Certification in such boards recognized  
25 by other health organizations as might be approved by the College.

26  
27 The American Board of Veterinary Practitioners may be considered appropriate for those  
28 disciplines that do not otherwise have a specialty board, e.g., a surgeon would not typically be  
29 considered having met the qualifications for board certification by means of the Practitioners  
30 Board, whereas an individual such as an ambulatory clinician, would. The Faculty Affairs  
31 Committee or the Dean shall stipulate which boards are acceptable at the time of first  
32 appointment.

33  
34 The Assistant Professor should show promise for contribution in the areas of teaching and  
35 facilitating ability, scholarly research, collegiality, and service contributions to the Discipline,  
36 College, University, and/or Community.

#### 37 38 **B. Associate Professor**

39  
40 For promotion or appointment to the rank of Associate Professor the faculty member must meet  
41 criteria for rank of Assistant Professor and demonstrate a sustained record of accomplishment in  
42 teaching and facilitating ability, scholarly research, collegiality, and service contributions to the  
43 Discipline, College, University, and/or Community. Although other products will be considered,  
44 professional publications, submission and funding of grants, invited lectureships, and active  
45 membership in a professional society will be important elements in assessing a faculty member's  
46 achievements and regional/national recognition.

#### 47 48 **C. Professor**

49  
50 The rank of Professor is among the highest honors that the University can bestow on a faculty  
51 member. Therefore, it should be granted only to faculty members who have distinguished

1 themselves in their respective disciplines. For promotion or appointment to the rank of Professor,  
2 the faculty member must meet the criteria for rank of Associate Professor, and demonstrate a  
3 sustained record of outstanding achievements in teaching and facilitating ability, scholarly  
4 research, collegiality, and service contributions to the Discipline, College, University, and/or  
5 Community. Although other products will be considered, professional publications; submission  
6 and funding of grants/contracts; invited lectureships and editorships; consultantships; and  
7 holding of a professional societal office or award will be important elements in assessing a  
8 faculty member's accomplishments and regional, national or international recognition.  
9

#### 10 **IV. POLICIES , CRITERIA AND PROCEDURAL GUIDELINES**

11  
12  
13 Promotion and tenure are based on merit and are earned by achievement as evidenced by the  
14 faculty member's total contribution to the overall mission of the College as well as by promise of  
15 future continued professional development. Depending upon circumstances, promotion and  
16 tenure may be considered together or individually. The performance record of a faculty member  
17 being considered for promotion and/or tenure will be evaluated in terms of the following areas:  
18 contributions to teaching and facilitating, contributions to scholarly research, contributions to  
19 professional/clinical service, and collegiality.  
20

21 Tenure, with all its attendant privileges represents the most significant commitment the  
22 University can make to a faculty member; hence, the criteria for tenure consideration includes  
23 additional teaching, scholarly, and professional/clinical service requirements that are measurable  
24 and beyond those criteria for non-tenure track faculty. While the College as a whole must excel in  
25 all of the above areas, individual faculty members may contribute in some areas more than others,  
26 depending on their assigned percentage of time to each area. Therefore, in evaluating the  
27 candidate's qualifications for promotion and/or tenure, reasonable flexibility shall be exercised.  
28 All faculty, however, are expected to demonstrate professional collegiality and excellence in  
29 teaching ability.  
30

31 The Faculty Affairs Committee recognizes that during the College's initial development, faculty  
32 may need to devote disproportionate effort in the areas of teaching, with less time to participate in  
33 other activities within and outside the University. This should be considered when assessing a  
34 candidate's abilities in contributions to the scholarly activity and professional/clinical services.  
35 This applies to tenure-track faculty beginning their appointment between Fall Semester 2002 and  
36 Fall Semester 2008. Therefore, the Faculty Affairs Committee may, at their discretion, allow an  
37 additional 2 year period to the time of recommendation for faculty members that were not granted  
38 tenure to enhance their portfolio.  
39

**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.

<b>FACULTY APPOINTMENT STATUS</b>	<b>PROMOTION AND/OR TENURE CONSIDERATION</b>
Assistant Professor without PTRE <sup>1</sup>	Promotion and Tenure together after 6 year probationary period <sup>2</sup>
Assistant Professor with PTRE	Promotion and Tenure together after 2-4 years probationary period
Associate Professor without PTRE	Tenure after 6 year probationary period; Promotion to Professor based on criteria, not time frame
Associate Professor with PTRE	Tenure after 2-4 years probationary period; Promotion to Professor based on criteria, not time frame
Associate Professor with Tenure	Promotion to Professor based on criteria, not time frame
Professor without PTRE	Tenure after 6 year probationary period
Professor with PTRE	Tenure after 2-4 years probationary period

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

<sup>2</sup> Candidate prepares dossier at the beginning of the 6<sup>th</sup> 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.

1 In some cases, and with annual written requests by the Faculty member for continuation of  
2 deferral, this period may be extended for one or more additional years. The request for deferral  
3 must be made prior to July 1 in the year in which the candidate's tenure consideration is to come  
4 before the Faculty Affairs Committee.

5  
6 A request to exclude time from the probationary period for any reason will not be granted after a  
7 non-renewal notice has been issued. The granting of a deferral shall in no way affect the  
8 University's right not to renew the contract of a Faculty member according to policies and  
9 procedures detailed in the Faculty handbook.

10  
11 Faculty members will be reviewed annually during their probationary periods regardless of  
12 whether time is excluded from that period for any of the above reasons, unless their absence from  
13 campus during an excluded period makes conduct of such a review impractical. Expectations for  
14 productivity during the probationary period cannot be increased as a consequence of exclusions  
15 of time granted under the terms of this rule.

16  
17  
18 **(ii) Early Consideration as a Special Merit Case**

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

30  
31 In special merit cases, promotion with tenure may be considered at any time prior to expiration of  
32 the full probationary period. In the case where a faculty member is considered for both promotion  
33 and tenure, the faculty member may receive early promotion with or without tenure. Should the  
34 faculty member not receive promotion with tenure, the faculty member may be considered for  
35 promotion with tenure again, but only at the end of the probationary period. Thus, in the case of a  
36 faculty member seeking early tenure consideration, the maximum number of times that he/she  
37 may be considered for tenure is twice, and must occur within the six-year probationary period.

38  
39 A decision that there are not sufficient grounds for early consideration does not constitute a denial  
40 of tenure, and the provisions for mandatory consideration for tenure remain in effect.

41  
42  
43 **(iii) Time Line for Initial Faculty Appointments with Tenure.**

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

1 **2. Policies for the Consideration of Tenure**

2

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

5

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

9

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

12

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

15

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

19

20

**CRITERIA FOR AWARDING 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.

<b>DIMENSION</b>	<b>CRITERIA</b>	<b>DOCUMENTATION</b>
<b>Teaching Ability (Required)</b>	Fulfillment of teaching assignments	CV, Teaching Portfolio, Peer Evaluation; Assoc Dean for Preclinical Programs
	Mastery of subject matter	Peer Evaluation
	Effective communication	Student & Peer Evaluation
	Effective student mentoring	Student & Peer Evaluation
	Professional attitude	Student & Peer Evaluation, Letters of Reference
	Continued development of teaching skills	CV, Continuing Education completed
	Development of new cases, labs, lectures	CV, Teaching Portfolio
	Implementation of innovative teaching	Teaching Portfolio
<b>Facilitating Ability</b>	Honors, awards	CV; Letters of Award
	Fulfillment of teaching assignments	CV, Teaching Portfolio, Peer Evaluation; Assoc Dean for Preclinical Programs
	Effective student mentoring	Student & Peer Evaluation
<b>Scholarly Research</b>	Professional attitude	Student & Peer Evaluation
	Grants, contracts written and/or funded	CV; Copies of grant proposals or award letters
	Publications: lead, secondary or other author; peer and non-peer reviewed	CV; Copies of publications
	Presentations including seminars, invited seminars, professional meeting abstracts	CV, Letters of Reference
	Research projects conducted, in progress	CV, Letters of Reference
	Work products [models, simulators, conferences, computer programs, etc.]	CV, Teaching Portfolio, Copies, photos or CD's of Products
	Honors, awards	CV, Letters of Award
	<b>Service</b>	Committee leadership, memberships (profession, college, univ, community)
Consultantships, boards, reviewer		CV, Letters of Reference
Honors, awards		CV, Letters of Award
<b>Collegiality</b>	Recognition through elected and/or appointed positions	CV, Letters of Reference
	Collaborative efforts	CV, Letters of Reference
	Shared academic & administrative tasks	CV, Letters of Reference
	Professionalism and integrity	Letters of Reference
	Mentorship	CV, Letters of Reference

1  
2  
3 Continuing productivity shall be additionally evaluated taking into consideration an individual's  
4 ability to meet expectations of annual FTE allocations. The Faculty Affairs Committee  
5 recognizes that during the College's initial stages faculty members may be assigned  
6 responsibilities different from the job description contained in original contract.  
7

## 8 9 **PROCEDURAL GUIDELINES FOR PROMOTION AND TENURE**

### 10 **1. Procedural Guidelines for Interim Review(s)**

11 For new faculty members with no previous tenure-relevant experience, a three-year review will  
12 be conducted by the Faculty Affairs Committee to ensure satisfactory progress of the faculty  
13 member towards attaining promotion and tenure by the end of the six-year probationary period.  
14

15  
16 The three-year review will involve a mock tenure review process with the faculty member  
17 providing a complete dossier. Outside letters of recommendation will not be required for this  
18 evaluation process; however, input from the Associate Dean of Preclinical Programs as well as  
19 tenured faculty in the College of Veterinary Medicine will be requested. Subsequent to this  
20 review, the Faculty Affairs Committee will generate and provide a written report to the faculty  
21 member, including recommendations, as to the nature of the faculty member's progress towards  
22 attaining promotion and tenure. This report will be included in the faculty member's dossier and  
23 forwarded to the Dean for review and any action he/she deems necessary.  
24

25  
26 Faculty members with prior tenure-relevant experience may undergo appropriately timed interim  
27 review(s) if requested or if deemed necessary by the Associate Dean of Preclinical Programs.  
28

### 29 **2. Procedural Guidelines for Promotion and/or Tenure**

30  
31 Consideration for promotion and/or tenure may be initiated by the Faculty member, the Faculty  
32 Affairs Committee, and/or the Associate Dean for Clinical Programs. If consideration is not  
33 initiated by the Faculty member, he/she must agree to go forward at that time for consideration to  
34 proceed.  
35

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

43 The candidate shall select at least three external referees. Normally, these will be individuals at  
44 or above the rank or tenure status the candidate seeks, who are familiar with the candidate's  
45 discipline, who have not been involved with the candidate's training and are not faculty members  
46 at Western University. The candidate shall provide a description of the relationship with and the  
47 qualifications of these referees to the Associate Dean for Preclinical Programs. In addition, the  
48 candidate shall select 3-5 representative publications or other work products to be sent to external



1 referees. The Associate Dean for Preclinical Programs shall select two external peer referees  
2 from the list provided by the candidate, and two other external referees unknown to the candidate.  
3 The Associate Dean for Preclinical Programs shall then send a letter to the four external referees,  
4 requesting their assessment of whether the candidate's credentials and productivity warrant  
5 promotion and/or tenure. The candidate's CV, selected publications or work products, and a copy  
6 of the *Western University of Health Sciences College of Veterinary Medicine Standards for*  
7 *Promotion, Tenure, and Post-Tenure Review of Tenure Track Faculty* document shall be enclosed  
8 with the solicitation letter. External referees shall be informed that their letters will not be kept  
9 confidential from the candidate.

10  
11 When possible, faculty members also may consult with their immediate supervisor to select  
12 additional evaluators with knowledge of the candidate's accomplishments and abilities. These  
13 may include clinical site coordinators, practice partners, former graduate students and house  
14 officers (i.e., interns and residents), and alumni of the College. It is recommended that no more  
15 than four letters from additional evaluators be included in the dossier.

16  
17 The candidate shall have access to his/her dossier at all times until it leaves the College, and shall  
18 have the right to add comments responding to any statements in the dossier that he/she believes  
19 may be inaccurate.

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

36  
37 Following review and evaluation of the candidate's dossier in light of criteria for promotion and  
38 tenure at the College, a member of the Faculty Affairs Committee who agrees with the majority  
39 opinion is assigned the task of preparing a written report that documents the faculty vote and  
40 presents recommendations based on the majority opinion. If the vote is not unanimous, a  
41 minority opinion should also be included in the report, and should be written by a faculty member  
42 holding the minority opinion.

43  
44 The complete dossier, including the written report of the Faculty Affairs Committee, is then  
45 forwarded to the Associate Dean for Preclinical Programs, who adds a letter of personal  
46 recommendation, based on the contents of the dossier. The dossier is then sent to the Dean, who  
47 adds a letter of personal recommendation, based on the contents of the dossier.

1 The complete dossier is then forwarded to the Executive Vice President of Academic  
2 Affairs/Chief Academic Officer for his/her review. If approved by the Executive Vice President  
3 of Academic Affairs/Chief Academic Officer, the Executive Vice President recommends  
4 approval to the President and the Board of Trustees at the next regular meeting of the Board. The  
5 candidate and Dean are notified of the action by the Board of Trustees by the Executive Vice  
6 President of Academic Affairs/Chief Academic Officer.

7  
8 If tenure is not recommended by the Executive Vice President of Academic Affairs/Chief  
9 Academic Officer or the Board of Trustees by the end of the probationary period, the faculty  
10 member will be offered a one-year terminal contract. The faculty member has the right to appeal  
11 denial of tenure using the Grievance Procedure outlined in the Faculty Handbook.

12  
13 Upon completion of the promotion and/or tenure process and after a final decision has been made,  
14 the candidate's dossier will be housed in the Dean's office.

### 15 16 17 **3. Procedural Guidelines for Post-Tenure Review**

18  
19 All College Faculty participate in an annual evaluation and development process. This process is  
20 goal-oriented, and ensures that each faculty member: 1) establishes and accomplishes goals and  
21 objectives that contribute to Western University of Health Sciences College of Veterinary  
22 Medicine mission, vision, values, and goals, and 2) continues with personal and professional  
23 growth and development, thereby making him/her more effective in the position.

24  
25 A formal post-tenure review process will be required only if the annual evaluation process  
26 documents, over a three- to five-year period, that the faculty member's performance and overall  
27 contributions to the College and University have become inadequate as determined by the Dean,  
28 upon recommendation by the Associate Deans. The primary goal of this formal post-tenure  
29 review process is to support professional renewal. The specific activities to ensure professional  
30 renewal will be determined following formal review by the Faculty Affairs Committee.

31  
32 If it is determined by the Dean that a faculty member's performance and contributions have  
33 become inadequate, the Faculty Affairs Committee shall be notified and a formal letter sent to the  
34 faculty member. This letter will detail the inadequacies and deficiencies of the faculty member  
35 with recommendations for steps to be taken to address the inadequacies/deficiencies and to  
36 support professional renewal. In addition, the report will explain subsequent actions the Faculty  
37 Affairs Committee will take to ensure professional renewal, including subsequent in-depth  
38 reviews of the faculty member's overall performance. In consultation with the Dean and the  
39 appropriate Associate Deans the faculty member will develop a specific action plan to address the  
40 inadequacies/deficiencies.

41  
42 Following a reasonable time frame (as developed in the action plan but no more than 2 years), the  
43 Faculty Affairs Committee will review the progress of the faculty member by conducting a mock  
44 review as described above in **Section IV.C**, with the faculty member providing a complete  
45 dossier. Outside letters will not be required for the review process; however, input from the  
46 Assistant/Associate Deans, Associate Dean of Preclinical Programs as well as tenured faculty in  
47 the College of Veterinary Medicine will be requested.

48  
49 If it is determined that: the inadequacies/deficiencies have been addressed satisfactorily, the post-  
50 tenure review process will be terminated and a letter will be sent to the faculty member and the  
51 Dean stating that the faculty member has made significant progress towards professional renewal.

1  
2 If it is determined that satisfactory progress has not been made towards addressing the  
3 inadequacies/deficiencies, the Faculty Affairs Committee will generate and provide a written  
4 report to the faculty member as to the nature of any continuing and/or additional inadequacies and  
5 deficiencies. The report will also include recommendations to address the  
6 inadequacies/deficiencies towards professional renewal. Review and modification of the action  
7 plan will be required at this time.  
8

9 The faculty member's dossier along with the written report will be forwarded to the Associate  
10 Dean for Preclinical Programs for his/her review and any additional action that he/she deems  
11 necessary. Following a reasonable time frame, (normally no more than 2 years), the Faculty  
12 Affairs Committee will require the faculty member to go through a formal review process  
13 excluding requests for outside letters. Subsequent to this formal review, if it is determined that  
14 the inadequacies/deficiencies have been addressed satisfactorily, the post-tenure review process  
15 will be terminated and a letter will be sent to the faculty member and the Associate Dean for  
16 Preclinical Programs stating that the faculty member has made significant progress towards  
17 professional renewal. However, should the Faculty Affairs Committee find that the faculty  
18 member has not improved his/her performance in accordance with the action plan, the Faculty  
19 Affairs Committee may recommend termination of continuous appointment subject to  
20 demonstrating adequate cause or transferal of the faculty member to a non-tenured status. The  
21 basis of the recommendation will be provided to the Associate Dean for Preclinical Programs in a  
22 written report along with the faculty member's complete dossier. In accordance with the Faculty  
23 Handbook, the Dean and Executive Vice President for Academic Affairs/Chief Academic Officer  
24 may take actions relative to the final decision on the faculty member's appointment status. The  
25 faculty member may appeal the decision using the Grievance Procedure outlined in the Faculty  
26 Handbook.  
27  
28

## 29 **V. DEFINITION OF TERMS**

30 **Academic Qualifications.** Credentials, knowledge, skill and judgment of a Faculty member that  
31 are relevant and available to him/her in the course of carrying out responsibilities of a particular  
32 rank. These include a) knowledge of the literature, and b) skills to make contributions to the  
33 discipline and/or to make a social contribution. These qualifications are usually met by academic  
34 training. However, in some instances such qualifications will be attained through practical  
35 experience and creative professional activities.  
36

37 **Collegiality.** The capacity or ability of an individual to relate well and constructively to faculty,  
38 staff and students within the institution. A professional criterion relating to the performance of a  
39 faculty member's duties within the College; should be distinguished from sociability or  
40 congeniality. A required dimension or category of evaluation for faculty seeking promotion  
41 and/or tenure at the College of Veterinary Medicine. Collegiality is marked by power or  
42 authority vested equally in each of a number of colleagues. Interpretation about a candidate's  
43 collegiality should not intrude upon the academic freedom of an individual and should not be  
44 confused with the rights of a faculty member to dissent. Intellectual disagreement should not be  
45 confused with non-cooperation or dissent with disobedience. Principal criteria for assessment of  
46 collegiality include recognition through selected and/or appointed positions, collaborative efforts,  
47 engagement in shared academic and administrative tasks, professionalism and integrity, and  
48 mentorship efforts. These activities are documented in the Annual Faculty Evaluation,  
49 Curriculum Vitae and letters of evaluation.  
50

1 **Dimensions.** Categories of criteria that are evaluated in the consideration of promotion and/or  
2 tenure of Faculty members at the College of Veterinary Medicine. Dimensions include Teaching  
3 Ability, Facilitating Ability, Scholarly Research, Service Contributions (to the profession, the  
4 College, University, and/or Community) and Collegiality.

5  
6 **Facilitating Ability.** The ability to facilitate students to become self-directed, life-long learners.  
7 The ability to assist in the development of a process of learning that will keep the student current  
8 in their career of choice following graduation. A dimension or category of evaluation for faculty  
9 seeking promotion and/or tenure at the College of Veterinary Medicine. Evidence of facilitating  
10 ability is provided by peer evaluations and student evaluations, which are required parts of the  
11 dossier for the candidate seeking promotion and/or tenure.

12  
13 **Faculty Affairs Committee.** The elected faculty standing committee that serves as an advisory  
14 committee to the Dean on Promotion and Tenure, and conducts peer review activities, in  
15 accordance with standards and guidelines established by the College and the University, for the  
16 purpose of recommending Faculty for promotion and/or tenure. The Committee also is  
17 responsible for maintaining the College's guidelines and standards for promotion and tenure.

18  
19 **FTE.** Full time equivalent. A full-time equivalent commitment carries the expectation that faculty  
20 members negotiated their fair-share of the College of Veterinary Medicine workload as documented in the  
21 FTE planning process.. FTE may be used in reference to faculty assignments, as PBL facilitation of  
22 one class per semester is a 0.25 FTE, and/or a faculty member may be assigned 0.5 FTE for  
23 professional development and scholarly activity.

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

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

32  
33 **Scholarly activity.** A broad term encompassing academic peer-reviewed productivity that the  
34 College defines as scholarly research.

35  
36 **Scholarly Research.** Productive activity that is peer-reviewed and that leads to significant  
37 advances in new information and knowledge. A dimension or category of evaluation for faculty  
38 seeking promotion and/or tenure at the College of Veterinary Medicine. Contributions to a  
39 scholarly discipline are to be distinguished from the practice of a discipline (such as consulting  
40 activities or public performance by artists) by evidence that the frontiers of the state of the  
41 discipline or profession have been advanced, or something of cultural value has been created as a  
42 result of the activity. Scholarly research activity may be conducted in many different  
43 environments, including the research laboratory, the classroom, the design studio, and the patient  
44 care setting. This activity includes the scholarships of discovery, integration, application and  
45 teaching described by Ernest Boyer (1990) in his paper, "Scholarship Reconsidered: Priorities of  
46 the Professoriate". Each of these is defined more specifically as follows:

- 1 • **Scholarship of discovery** is a commitment to knowledge, to freedom of inquiry, and to  
2 following a disciplined investigation, wherever it may lead. This comes closest to what  
3 most academics refer to as research.
- 4 • **Scholarship of integration** is serious disciplined work that seeks to interpret, draw  
5 together, and bring new insight to bear on original research. It gives meaning to isolated  
6 facts and helps put them in perspective. This involves making connections across  
7 disciplines, placing specialties in a larger context, illuminating data in a revealing way,  
8 and often educating non-specialists.
- 9 • **Scholarship of application** moves toward engagement and is defined by responsible  
10 application of knowledge to consequential problems. Service activities may be  
11 considered as scholarship of application if they are tied directly to one's special field of  
12 knowledge and relate to and flow directly out of this professional activity. It is possible  
13 that new intellectual understandings can arise out of the act of application, whether in  
14 medical diagnosis, shaping public policy, or serving clients. In such activities, theory and  
15 practice vitally interact, and one renews the other.
- 16 • **Scholarship of teaching** begins with what the teacher knows; it has been stated that  
17 teaching is the highest form of understanding. Those who teach must be well informed  
18 and steeped in the knowledge of their fields. Teaching is a dynamic endeavor involving  
19 all the analogies, metaphors, and images that build bridges between the teacher's  
20 understanding and the student's learning. Instructional methods must be carefully  
21 planned, continuously examined, and relate directly to the subject taught. Great teachers  
22 stimulate active learning and encourage students to be critical, creative thinkers, with the  
23 capacity for life-long learning.

24  
25 Measurable products of scholarly research in all scholarships may include

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

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

47  
48 **Service Contributions to the Profession.** A dimension of service performance that recognizes  
49 the requirements of those Faculty members with relevant kinds of expertise to contribute

1 applications of their discipline in diagnostic and clinical services. Professional or clinical service  
2 refers to the work that a faculty member performs for the College, Western University, other  
3 academic institutions, professional organizations, and the public. The practice of a discipline is to  
4 be distinguished from contributions to a discipline.

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

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

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

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

32 **Tenure or indefinite tenure.** Appointment without term, including the right of a Faculty  
33 member not to be dismissed except for cause as defined in the University Faculty Handbook.  
34 Appointment without term includes the right during the appointment to fair consideration for  
35 increases of responsibility and salary, and promotion in rank.

36  
37

**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**

*month, year*

**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)

1. University of Iowa, Iowa City, Iowa; 1973-1977. Bachelor of Science with Honors, Biochemistry.
2. Iowa State University, Ames, Washington; 1977-1981. Doctor of Veterinary Medicine.
3. University of Wisconsin, Madison, Wisconsin; 1981-1985. Doctor of Philosophy Degree, Veterinary 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)

**PROFESSIONAL, GRADUATE & UNDERGRADUATE TEACHING:** (chronological, oldest first)

**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**