Guidelines for Faculty Development
Department of Small Animal Medicine and Surgery

Rationale

1. To provide general guidelines for faculty members to plan and assess their progress toward promotion and tenure.
2. To establish criteria by which the department head and appropriate committees will evaluate faculty for promotion, tenure, and salary adjustments.

Mentoring Committee

1. Each faculty member has a two-person mentoring committee that annually provides feedback regarding his/her progress toward promotion and tenure and suggests ways to strengthen the faculty member's curriculum vitae and promotion dossier. The mentoring committee is established within the first six months of appointment and the people on the committee are selected by the Faculty Development Oversight Committee (FDOC) and faculty member to best match the faculty member's area of interest. At least one of the committee members must be from the Department of Small Animal Medicine and Surgery. At the request of the faculty member, a third member, from any area, including retired faculty, may be added to the mentoring committee. The committee serves as a resource to help the faculty member through the process and guide and champion the professional success and retention of the faculty member. This includes not only the University promotion and tenure process, but also professional development (networking and developing national and international recognition). In addition, the committee also works to facilitate the faculty member's personal development (for instance developing positive interactions and collaborations with other faculty members).
2. Service on mentoring committees will be evaluated and acknowledged positively in annual evaluations for merit salary increases. Service on mentoring committees will also be acknowledged in the post-tenure review process.

Promotion and Tenure Policy

1. In all matters related to promotion and tenure, the Department of Small Animal Medicine and Surgery will carefully adhere to the University of Georgia Guidelines for Appointment, Promotion and Tenure. The standards, criteria, and processes presented in this document are intended to supplement and/or extend the University's Guidelines. All faculty members are expected to be familiar with both this promotion and tenure unit (PTU) document and the University Guidelines. If any inconsistency or discrepancy is found in this document or if this PTU document does not address a certain issue, the University's Guidelines will supersede this document.
2. A faculty member can achieve the rank of associate professor with tenure as early as five years after appointment as an assistant professor. They must, however, achieve it

within seven years. The application process for promotion and tenure takes approximately one year. Faculty members typically submit their credentials for promotion and tenure in the sixth probationary year. Nontenured faculty members who are in their sixth probationary year and who have not been turned down for tenure in their fifth year must be reviewed for tenure unless they request not to be reviewed. Upon recommendation of the unit head, the dean, and the Senior Vice President for Academic Affairs and Provost, and with convincing justification, the President may make an exception to the sixth year rule. See *The University of Georgia Guidelines for Appointment, Promotion, and Tenure*, section X.C.3 regarding the probationary period.

In exceptional instances credentials may be submitted for promotion in the fourth or fifth year. Candidates submitting their credentials in the fourth or fifth year must demonstrate productivity equaling that expected of candidates submitting their credentials in the sixth year.

3. A faculty member's progress toward promotion and tenure will be evaluated annually by the mentoring committee and the department head. During the third year, a more extensive review will be performed by a subcommittee of the department consisting of a chairperson from the mentoring committee and two other tenured faculty members (not from the mentoring committee). This document (Guidelines for Faculty Development) will be used to guide the annual and third-year reviews.

4. Once each year, faculty members will prepare a list of achievements for the current year and a list of goals for the coming year. Achievements will be presented in detail according to an outline similar in format to the final promotion dossier. This format is described on a website (http://provost.uga.edu/index.php/policies/appointment-promotion-and-tenure/admin_guidelines). The department head will meet annually with the faculty member to review and compare the achievements to the goals of the previous year. The faculty member or the department head may request a member of the mentoring committee be present during the evaluation. Ordinarily, this conference will be in February or March prior to determination of any salary adjustment. The department head will provide a written assessment of the faculty member's progress.

5. Goals for individual faculty members will vary depending on interests and abilities. The budgeted equivalent full time (EFT) status for each year should accurately reflect goals and activities. The departmental policy on Budgeted Assignment of Time as approved by the department is attached.

6. Criteria for evaluation for promotion and tenure are outlined in the current *University of Georgia Guidelines for Appointment, Promotion, and Tenure*. The following criteria are more specific for this department. There is no single measure of achievement; the following information provides criteria for assessing overall performance. No candidate is expected to excel in every measure listed under Teaching, Research, and Service. Criteria should be applied to an individual faculty member based on his or her EFT assignment in each of the areas.

7. Criteria for promotion and tenure are the same.

8. Faculty members considered for promotion should be able to work collaboratively with others faculty in the areas of service, teaching, and/or research. Evidence of the ability to work collaboratively is determined through, but not limited to, information obtained as part of the annual review; survey of the Department's faculty performed in consideration of tenure or promotion; and third-year and/or post-tenure review reports. Ability to work collaboratively contributes to assessment of collegiality and is addressed later in this document as item 3 under Exceptional Circumstances and Intangibles.

Teaching

Evidence of quality of teaching should be demonstrated. The Department will use the following criteria:

1. Evidence of quality of teaching such as teaching awards; pre- *vs* post-course test scores; evaluation by students, peers, former students, graduate students, interns, and residents.
2. Grants or publications related to teaching.
3. Textbooks, chapters in books, and review articles in refereed journals.
4. Evidence of effort to improve teaching such as innovations in instruction; development or revision of course objectives, course content, handouts, auto-tutorial programs, or evaluation procedures; improvement in method of presentation; incorporation of problem solving; and attendance at educational meetings or short courses. Although effort in these areas is commendable, effort alone is insufficient, and must be accompanied by improvement or achievement as demonstrated through evaluation methods described in #1-3 above.
5. Lists of veterinary students, graduate students, interns, and residents advised/mentored.

Faculty members do not have to provide evidence for all five criteria above. However, they must provide aggregated evidence from one or more of the criteria above sufficient to meet the standard and the Requirements for Rank (see below).

Research

Evidence of quality of research should be demonstrated. The Department will use the following criteria:

1. Research published in refereed journals.
2. Funded and submitted grants.
3. Presentations of research at scientific meetings.
4. Awards for research efforts.
5. Evidence of effort to improve research such as innovations in research techniques; receiving instructions in new research skills or grant writing; and attendance at

research-related meetings. Although effort in these areas is commendable, effort alone is insufficient, and must be accompanied by improvement or achievement as demonstrated through research productivity described in #1-4 above.

Faculty members must provide evidence for criteria one above (refereed publications) as described in the section below titled "Publications." In addition, they must provide aggregated evidence of all criteria above sufficient to meet the standard and the Requirements for Rank (see section "Requirements for Rank").

Service

Evidence of quality of service should be demonstrated. The Department will use the following criteria:

1. Evidence of quality of service which can be divided into two general categories including: 1) clinical activities (public service), and 2) institutional service in the Department, College, and University (recognition of productivity, quality, and impact of service activities should be similar to that for teaching and research).
2. Continuing education to veterinarians and lay groups (the typical faculty member presents one to three programs per year; speaking at national meetings helps establish a national reputation; if possible evaluation forms should be collected from participants and used as documentation of the quality and impact of these presentations).
3. Quality service to clients and referring veterinarians in caring for patients presented to the Teaching Hospital as well as consultation telephone calls and e-mails and referral letters (see following examples of documentation of service activities).

   Examples of service include:

   a. Client evaluation surveys and comments.
   b. Referring veterinarian evaluation surveys and comments.
   c. Consulting veterinarian evaluation surveys and comments.
   d. Surveys and comments from faculty peers, teaching hospital administrators, and appropriate hospital technicians.
   e. Honors, awards (such as the Teaching Hospital's Outstanding Clinician Award), and special recognition of service activities.
   f. Program and project development and other creative activities (for example organizing a continuing education event or developing a new hospital service).
   g. Publication of refereed journal articles of prospective and retrospective case studies, abstracts, meeting proceedings.
   h. Invited publications.
   i. Invited presentations.
   j. Election to offices and service to professional organizations.

k. Invited consultantships (for example industry consultant).

l. Invitations to serve as editor or editorial board member of clinically-oriented professional journals.

m. Receipt of grants and contracts to finance development and delivery of service innovations.

n. Development of patents for instruments or techniques useful in solving clinical problems.

o. Requests by individuals from outside the state or nation to work with the clinician or study his/her methods or innovations.

p. Development and administration of graduate training programs.

Faculty members do not have to provide evidence for all three criteria above. However, they must provide aggregated evidence from one or more of the criteria above sufficient to meet the standard and the Requirements for Rank (see below).

Publications

All faculty members are expected to advance the science and practice of veterinary medicine. Faculty members are encouraged to enter into collaborative research efforts with faculty members from other departments, colleges, and institutions of higher learning. These efforts should result in continual contributions to the current literature, with an average rate of two refereed publications per year. The nature of publications that are acceptable is related to the distribution of a faculty member's EFT: peer-reviewed publications related to teaching include articles that document research or advances in veterinary pedagogy and review articles; peer-reviewed articles related to service through the Veterinary Teaching Hospital include prospective and retrospective studies and case reports; peer-reviewed research articles may be related to bench or clinical research. It should be noted, however, that reliance cannot be placed solely on review articles and clinical case reports; it is an expectation that at least 25% of these publications be the result of original research initiated by the faculty member depending on EFT for research. This expectation may be higher for faculty hired with a higher research appointment. It is important for faculty members to recognize that promotion and tenure review committees specifically look for **consistency** in contributions made to the scientific literature. Consequently, faculty members are encouraged to develop goals and objectives that will allow them to submit manuscripts on a regular basis.

The above criteria apply to the average faculty member in the Department who has an EFT of 40% teaching, 40% service, and 20% research. Expectation for publication is commensurate with assignment.

1. The number of publications may vary. An average of approximately two publications per year (for a total of approximately 12 publications) is usual for promotion to associate professor.

2. The quality of publications is critical. Where possible, assistant professors are encouraged to be first or senior author on publications. When faculty members mentor students, residents, technicians, or junior faculty members who serve as the first author, the faculty member's contribution as senior author should be clearly identified. For promotion from assistant professor to associate professor or associate professor to full professor it is recommended at least 50% of the expected number of peer-reviewed publications be as first or senior author. For promotion from assistant professor to associate professor it is recommended 25% of the articles be first author original papers (that create new knowledge; not a review article) in a refereed journal if the faculty member's research EFT is ≤20%.
3. If the faculty member's research EFT is >20%, the number of publications and percentage as senior author should increase.
4. Concerning venue of publication, refereed journal articles have highest priority.
5. Peer-reviewed research articles may be related to bench or clinical research. Concerning authorship, first author publications have the highest priority. Second and last author papers are next in priority, especially if the first author is a trainee under the faculty member's guidance. Second and last author publications are weighted equally by this department in consideration for promotion and tenure.
6. Peer-reviewed articles related to service through the Veterinary Teaching Hospital include prospective and retrospective studies, and case reports. Concerning authorship of prospective and retrospective studies, first author publications have the highest priority. Second and last author papers are next in priority, especially if the first author is a trainee under the faculty member's guidance. Authorship of case report material articles is considered to be based on contribution. First author publications have the highest priority; second author publications are next in priority. Emphasis of author contribution continues accordingly to the last author, with consideration given to the number of authors.
7. Textbooks, book chapters, and non-refereed papers help establish national reputation and may be used to document scholarly activity in teaching or service. Non-tenured faculty members are encouraged to discuss potential book chapters with the department head and his/her mentoring committee before taking on this responsibility. Book chapters are not a substitute for refereed publications. Book chapters will be considered with respect to effort required to create the chapter. Brief chapters are not weighted as heavily as lengthier works.
8. If the faculty member's research EFT is ≥50%, extramural research funding is expected.

Self-Improvement

1. Faculty members should maintain and improve their competency through study and attendance at meetings and seminars.

Requirements for Rank

1. Instructor – The rank of instructor is an entry-level position for the University.

a. Years in rank

i. Candidates do not need a minimum number of years in a lower rank.

b. Criteria

i. Candidates should show promise of moving toward excellence in the criteria appropriate to their work assignment.

2. Assistant Professor – the rank of assistant professor is the primary entry-level position for employment at the University.

a. Years in rank

i. Candidates do not need a minimum number of years in a lower rank unless the initial appointment was at the instructor level at the University of Georgia. If the initial appointment is as an instructor, three years as an instructor is recommended for promotion to assistant professor.

b. Criteria

i. Candidates should show promise of moving toward excellence in the criteria appropriate to their work assignments.

3. Associate Professor – the rank of associate professor is the mid-career faculty rank at the University.

a. Years in rank

i. Under usual circumstances, a candidate must serve at least four years as an assistant professor, including the year when the promotion will be considered at the University level, before they are eligible for promotion to associate professor. Faculty members typically submit their credentials for promotion and tenure in the sixth probationary year.

b. Degree

i. Board certification is a requirement for promotion and tenure if a valid board exists in an appropriate discipline. An exception may be made if an individual with a primary EFT in research (≥ 50 %) has a PhD or the equivalent in a biomedical science.

c. Criteria

i. Candidates must show clear and convincing evidence of established or emerging stature as regional or national authorities unless their work assignments are specifically at the local or state level. Depending on the faculty member's EFT, these may include but are not restricted to: attainment of research funding, including promise to sustain their research; publications in peer-reviewed journals (the number of publications includes publications three years prior to appointment and continuing while a faculty member at the University of Georgia), and the promise of continued publication activity; teaching awards; peer-

reviewed publications on the science of teaching and learning; scholarly activity emanating from clinical service; and, if appropriate, board-certification in their area of expertise.

4. Professor – the rank of professor is the highest rank at the University.

    a. Years in rank

        i. Under usual circumstances, candidates must serve at least five years as associate professor, including the year when the promotion will be considered at the University level, before they are eligible for promotion to professor.

    b. Degree

        i. Board certification is a requirement for promotion and tenure if a valid board exists in an appropriate discipline. An exception may be made if an individual with a primary EFT in research (≥ 50 %) has a PhD or the equivalent in a biomedical science.

    c. Criteria

        i. Candidates must show clear and convincing evidence of high levels of attainment in the criteria appropriate to their work assignments and the missions of their units, such as a record of sustained grant funding and/or publication, sustained high evaluation of teaching and/or teaching awards, leadership roles in national and international organizations, and requests to be an invited speaker on a national and international level. Unless the candidates' assignments are specifically regional, they should demonstrate national or international recognition in their fields and the likelihood of maintaining that stature.

Exceptional Circumstances and Intangibles

1. The Department recognizes that flexibility in evaluation of EFT responsibilities of the faculty member may be necessary in certain situations.
2. Consideration should be given to a faculty member's contributions under exceptional circumstances (for example, faculty attrition in his/her section or additional teaching responsibilities due to curriculum changes).
3. Ability to work well with others is an important consideration in the promotion and tenure process. Professional and collegial interaction with colleagues and others will be considered as one of the criteria for promotion and tenure; interpersonal skills and activities considered to be detrimental to the overall mission of the promotion and tenure unit, college, university, or profession may merit a negative vote during the evaluation process.

Revisions

This document and discipline-specific criteria must be accepted by the faculty within the Department of Small Animal Medicine and Surgery, and must be reviewed and approved by the dean of the College of Veterinary Medicine and the Senior Vice President for Academic Affairs and Provost. New faculty members must be provided with this PTU document and University Guidelines. In addition, any changes or updates to this PTU document must be approved by the faculty, dean and the Provost. All revisions and approval dates must be listed in the PTU document

Attachment 1: Budgeted Assignment of Time

Approved original 1976, modified 1981, modified 1988, modified 1994, modified 1999, modified 2001, modified 2003, modified 2004; modified 2012, amend 2012;

Approved by the faculty: May 22, 2015
Approved by the Dean: July 9, 2015
Approved by the Provost: August 7, 2015

Attachment 1. Budgeted Assignment of Time
Department of Small Animal Medicine and Surgery

The following departmental policy will be available to every faculty member. The department head will also present it to each candidate for a faculty position during the interview process. The policy is subject to review and revision.

The typical faculty member in this department has a 12-month contract and spends 50 % of the year assigned to teaching and service responsibilities in the Veterinary Teaching Hospital.

1. Directing individual study

Faculty members in this department direct the post-doctoral programs of veterinarians seeking advanced clinical training (interns/residents). In addition, the clinical training of 4th year veterinary students requires mainly individual instruction as each student works with patients in the Teaching Hospital.

2. Assigning administrative time

Departmental faculty members with defined administrative assignment include the department head, assistant department heads, and section heads. Section head assignments are typically 0.15. Other members of the department can have administrative appointments for specific assignments. The administrative EFT is determined by the department head +/- others, and appointment is made by the Dean.

3. Assigning teaching responsibility

During the time assigned to courses given in the Teaching Hospital, the faculty member teaches 4th year veterinary students and veterinarians seeking post-doctoral training. The typical faculty member also teaches one or more didactic courses, some of which include laboratories (Physical Diagnosis and Surgery), problem-solving sessions, or computer-assisted learning sessions, which require more faculty contact time with students. For the typical faculty member, the total EFT for instruction is 0.4 to 0.65, depending on the specific hospital and course assignments.

The primary area of scholarly investigation can be instructional methods. For example when a faculty member is investigating teaching methods, the EFT for instruction may be increased further and scholarly productivity is then expected to include this area of investigation.

4. Assigning service responsibility

The typical faculty member is assigned 0.2 to 0.4 for service, based primarily on the time spent in the Teaching Hospital and on demands for consultative assistance, service to professional associations, and continuing education.

5. Assigning research responsibility

The typical faculty member is assigned 0.1 to 0.3 EFT for research. Scholarly productivity and a sustained, focused area of inquiry are expected for all tenure track faculty members. The demands of the clinical teaching program usually preclude assigning more research EFT to faculty members in this department. Some faculty members with productive research programs will have a higher research EFT assignment in order to have sufficient research time to be competitive when requesting grants and contracts. Faculty members with a 0.50 or greater assignment for research are expected to generate extramural research funding.

6. Apportionment of time across instruction, research, service, and administration

The department head should base the percentage of assigned time between teaching, research, service, and administration upon the relative distribution of work effort and should reassess EFT assignment yearly. The EFT assignment is considered in promotion and tenure decisions and in annual evaluation.

7. Reassignment and leaves

See College policy.