College of Veterinary Medicine

Guidelines for Promotion and Tenure

**Introduction**

The College of Veterinary Medicine (CVM) strives to reward excellent scholarship in all components of its land grant mission—teaching, research/creative work, outreach, and service. The college recognizes the need to identify guidelines and expectations for faculty activity in each of these components that will serve as general criteria for promotion and/or tenure. The CVM Guidelines described herein are supplemental to the *Auburn University Faculty Handbook (*hereafter, Handbook), and the guidelines for promotion in clinical track or research track positions. The CVM Guidelines may be revised in response to changes in the Handbookor to other relevant Auburn University or CVM policies. These guidelines will be used to inform the University Promotion and Tenure Committee of general performance expectations of faculty within the CVM. Appendices to this document contain specific guidelines from each of the three departments in the CVM: the Department of Anatomy, Physiology and Pharmacology, the Department of Clinical Sciences, and the Department of Pathobiology. The Handbook*,* Chap. 3, section 11.Adefines the process for promotion and tenure at Auburn University.

The Handbook is located at: [*http://www.auburn.edu/academic/provost/Handbook.html*](http://www.auburn.edu/academic/provost/handbook.html)

Guidelines for promotion in clinical track and research track positions are located at:  
 <http://www.auburn.edu/academic/provost/>

Faculty assignments in the CVM are unique in several respects from those of faculty in other colleges and schools across the Auburn University campus:

**Teaching:**

1. Teaching includes didactic lectures, applied and basic laboratory instruction, and clinical instruction.
2. Most courses incorporate a team-approach, resulting in relatively few courses in which a single lecturer delivers the entire course content.
3. Clinical instruction occurs in Teaching Hospital rotations, where a single faculty member may spend up to 10 hours/day for 1-2 week or longer intervals while instructing a group of 4-8 students.
4. Clinical instruction occurs simultaneously with clinical activities in the Teaching Hospital or the Diagnostic Laboratories.
5. Advanced clinical instruction of residents and interns (graduate veterinarians) is conducted without designated course credit while a faculty member works as a clinician or diagnostician.
6. Training of graduate students and post-doctoral associates is heavily integrated into research activities.

Time spent on assignment to clinical activities in the Teaching Hospital or Diagnostic Laboratories is included on a faculty member’s time allocation under teaching or teaching/outreach, respectively. When supervising a clinical rotation, the faculty member is continuously teaching both professional veterinary students, interns and residents in a setting that may be considered service learning. It should be recognized, however, that clinical activities involve integration of teaching, research and outreach. Clinical research often involves a series of carefully documented clinical cases in the assessment of new diagnostic methods or treatments. Each animal presented to the teaching hospital, and each diagnostic specimen submitted to a diagnostic service laboratory potentially represents an opportunity to advance clinical knowledge. Cases presented to the teaching hospital are privately owned animals either brought to the hospital by clients in the local area or referred by veterinarians throughout the state and region. Outreach is inherent to the education of clients and referring veterinarians.

**Research/Creative Activities:**

Research and creative activities within the CVM include basic research, clinical research, and translational research. Clinical research is often incorporated into clinical and diagnostic activities to advance the current state of knowledge or standard of care, and often incorporates residency-style training. Basic research is usually based in laboratories and incorporates opportunities for graduate and post-graduate education. Translational research applies basic research methods toward the aim of achieving a clinical application.

**Outreach:**

Clinical or diagnostic services provided directly to animal owners and veterinarians in the form of patient care, clinical or diagnostic reports, continuing education presentations, professional activities, or case consultations are a prevalent outreach activity within the CVM. Other outreach activities may involve education or other involvement with animal organizations such as food animal producer associations, horse owner associations and pet owner breed associations or kennel clubs. Faculty may also be called on to inform the general public regarding important veterinary issues. Scientific outreach includes activities in which scientists engage the public to disseminate and apply research findings as a method to tangibly improve the welfare of society.

**Service:**

Service activities may include committee work in the department, college, or university and contributions to the missions of national organizations, professional societies or professional veterinary specialty colleges (American College of Veterinary Internal Medicine, American College of Veterinary Pathologists, etc.) including serving as officers, examining board members, committee members or leadership associated with scientific meetings. Membership on our consultation with regulatory or government agencies may also represent an important service of faculty in the CVM.

The purpose of this document is to establish guidelines specific to the CVM to be used in the assessment of CVM faculty activities across a spectrum of disciplines. Examples of scholarly activities recognized by specific departments and their relative significance are included in the Appendix.

**Scholarship**

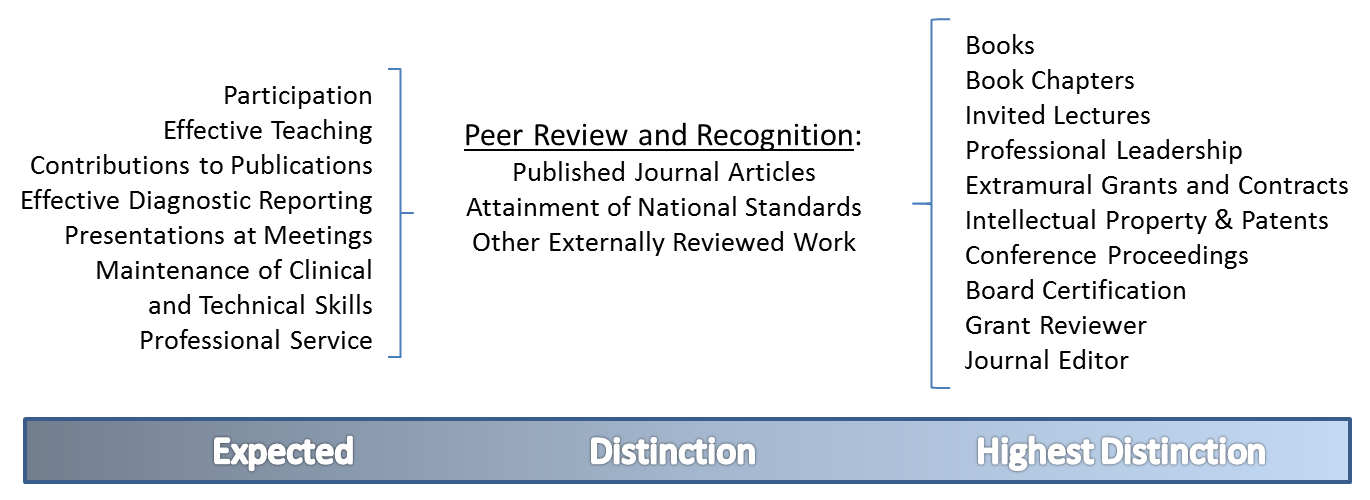
Scholarship is simply defined as a peer-reviewed contribution to the advancement of knowledge in a particular field, which is published or presented for public use. According to the Handbook, faculty scholarship is evaluated in the areas of (A) teaching; (B) research/creative work; (C) outreach; and (D) service. Distinctive performance in each area can be demonstrated through scholarship. In this document, Section IV explains some general criteria for understanding scholarship at CVM in relation to the areas defined in the Handbook. Faculty who come to Auburn from another university may have prior faculty service, peer reviewed scholarship, and creative activity count toward promotion and tenure (see Handbook, Chap. 3.4. “prior service”*).*

General Criteria for Promotion and/or Tenure  
A faculty member (tenured, tenure-track, research-title series, or clinician-title series) is expected to develop a body of peer-reviewed work, reflecting an appropriate level of scholarly distinction in their assigned activities, to become eligible for promotion. Candidates for promotion in tenured or tenure-track appointments are expected to have meritorious performance in at least two major areas of professional faculty service, *i.e.* teaching and research, teaching and outreach, or research and outreach. Candidates for promotion in the research-title series are non-tenurable, and expected to demonstrate scholarship in research. Candidates for promotion in clinician-title series are non-tenurable and expected to demonstrate scholarship in clinical practice or diagnostics (depending on the position) and clinical teaching. Service to the department, college, and university is considered in the evaluation of collegiality. A faculty member’s professional stature can be generally classified by his/her level of scholarship as follows:

• Highest Distinction in scholarship indicates the attainment or maintenance of a national and international reputation. This is required for promotion from Associate Professor to Full Professor.

• Distinction in scholarship demonstrates the faculty member’s attainment of a regional and/or national reputation. This is used as a criterion for promotion from Assistant Professor to Associate Professor.

• Expected scholarship indicates the minimum level of performance expected of all faculty members. Achievement of expected scholarship without achievement of distinction in at least two major faculty assignment areas is not sufficient for promotion to Associate Professor.

Levels of scholarship are achieved principally through external peer review and peer recognition of published journal articles and other works. Performance criteria are additive as scholarship level moves from Expected to Distinction to Highest Distinction. Some examples of scholarship in each category are listed below: 

This document describes some general qualitative indicators of scholarship that apply to research, teaching, and outreach. Achievement in the areas indicated on the left is expected of all faculty members as appropriate to their faculty assignment. As peer review and regional and/or national recognition are attained, distinction in scholarship is supportive of promotion. Indicators listed on the right are graduated from distinction to highest distinction because productivity in these areas is by definition a distinctive professional achievement.

A comprehensive evaluation of the significance of the quality and quantity of scholarship with respect to the candidate’s workload is derived from letters from the department head, dean, and outside reviewers that accompany the promotion dossier. Department heads will assess scholarship during annual faculty reviews using the same criteria and standard university terminology (i.e. exemplary, exceeds expectations, meets expectations, marginal, unacceptable).

**1. Promotion**

Promotion is based on meritorious performance and scholarly activity in the areas of teaching, research/creative work, outreach, and/or service.

Candidates for promotion from ***assistant professor*** *to* ***associate professor*** at CVM are expected to develop a body of work that demonstrates consistent growth and progress toward achievement of distinction in scholarship related to one or more areas of a candidate’s appointment (teaching, research/creative work, or outreach) along with responsible contributions to the mission of the department, college, and/or the university (i.e. collegiality—see below). Candidates in the research track or clinical track must demonstrate distinction principally in the major category of their appointment (i.e. distinction in research for research-track and distinction in clinical work for clinical track). The candidate must also demonstrate evidence of an emerging national reputation in his/her discipline and of the potential to ultimately advance to the rank of professor. Evidence of accomplishment must be substantiated through internal and external peer review.

Candidates for promotion from ***associate professor*** *to* ***professor*** at the CVM (whether tenured, clinical track, or research track, must demonstrate a respected national/international reputation in their discipline as evidenced by a sustained body of scholarly activities of distinction and highest distinction in that discipline. Evidence of such accomplishment must be substantiated through internal and external peer review.

Academic ranks and promotion are addressed in the Handbook, Chap. 3.6*.*

Academic ranks, titles, and criteria for the clinical track series specify that the academic ranks and related titles in the clinical title series shall be (1) clinical lecturer; (2) assistant clinical professor; (3) associate clinical professor; and (4) clinical professor (Handbook, Chap. 3.5.2.E.) This change was approved by CVM departments in 2019 prior to inclusion in the Handbook.

**2. Tenure**

Academic tenure is a principle that affords the individual faculty member academic freedom in the university environment. The Handbookexplains that tenure exists to ensure academic freedom by protecting “the faculty member’s ability to criticize and advocate changes in existing theories, beliefs, programs, policies and institutions” (Chap. 3.9)*.* The criteria for tenure are more exacting than for promotion—in addition to demonstrating a level of distinctive scholarship appropriate for promotion, the candidate for tenure must also demonstrate professional collegiality.

Collegiality is best defined as the commitment of an individual to the shared mission of the institution. According to the Handbook, “Collegiality should not be confused with sociability…,” and is, “a professional, not personal, criterion relating to the performance of a faculty member’s duties within a department.” (Chap. 3.9)*.*

Examples of collegiality include but are not limited to: responsible discharge of assignments (including clinical assignments), responsible participation in committee work, regular and constructive participation in faculty meetings, participation in activities related to peer review and faculty recruitment, participation in departmental seminars and journal clubs, adherence to institutional policies, and professional interaction with external constituents.

**Review Processes**

In addition to the annual assessment process as described in the Handbook*,* Chap. 3.7, candidates on tenure track appointments must be reviewed by their tenured faculty peers in the third year of their full-time appointment and again when the candidate initiates the process of application for tenure and promotion.

An assistant professor must have at least 4 years full-time experience in rank before going up for promotion and tenure (Handbook, Chap. 3.10). Faculty on tenure track appointments may initiate the process for tenure and promotion in the fifth year of their full-time appointment (Handbook, Chap. 3.10). A candidate may request that tenure consideration be deferred from the fifth to the sixth year; however, a candidate must be considered during his/her sixth year if he/she has not been considered earlier and has not waived consideration.

**1. Third Year Review**

The focus of the third year review is to assess the candidate’s progress towards tenure. The review must be completed no later than 32 months after the initial appointment (Handbook, Chap. 3.7). The candidate’s department head is responsible for scheduling the candidate’s third year review at the appropriate time.

Prior to the third year review, the candidate should turn in a current dossier following the provisions (outlined below under “Dossier Format”) for review and discussion by the tenured faculty in the department. Each department may establish additional guidelines for the third year review, such as a research presentation by the candidate to the faculty.

The third year review must result in a vote by the faculty of greater rank. The voting options are:

* Present and voting
* Present and abstaining
* Absent but submitting a written vote prior to the meeting, or
* Absent and not voting (this response does not count in the total vote)

**Vote for promotion:** The faculty of greater rank (including clinical and research-track) vote by ballot. Ballot choices are either:

* Yes, the candidate is progressing appropriately towards achieving promotion, or
* No, the candidate is not progressing appropriately towards achieving promotion
* Abstain

**Vote for tenure:** The tenured faculty vote by ballot. Ballot choices are either:

* Yes, the candidate is progressing appropriately towards achieving tenure or
* No, the candidate is not progressing appropriately towards achieving tenure
* Abstain

If a faculty member who is eligible to vote cannot attend the third year review meeting and would like to vote on the candidate’s progress, the vote should be sent in writing or by e-mail in advance of the meeting to the department head. Vote counting should not begin until all ballots of those in attendance are turned in to the meeting chair. The result of the vote must be announced at the meeting. Third year review voting records will be retained by the department and reported to the Office of the Provost upon request.

After the faculty vote is complete, the department head prepares a written report summarizing the results of the review for the candidate. This written report is confidential to the candidate, department head, and dean, and “may only be consulted by the tenured faculty when the faculty member is a candidate for tenure” (Handbook*,* Chap. 3.7).

Faculty receiving a majority of negative votes during the probationary period may be given notice of non-continuation of appointment (Handbook, Chap. 3.15).

**2. Review for Tenure and Promotion, and for Promotion**

The CVM requires both an internal peer review at the departmental level and an external peer review for all candidates petitioning for tenure and/or promotion.

**a. Promotion and Tenure Dossier and Supporting Materials**

After initiating the process, the candidate prepares the dossier for promotion and tenure following the format described below under “Dossier Format.” The candidate may also prepare supplemental materials designed to illustrate her/his accomplishments in greater depth for use in the internal and external peer reviews (examples of reports, submitted manuscripts, etc). Supplemental materials are not submitted to the University Promotion and Tenure Committee.

All materials prepared for the promotion and tenure process are confidential and should only be used by CVM administrators, the faculty eligible to vote in the department, and external peer reviewers. Dossier materials should not be copied and/or distributed to anyone beyond the faculty who are eligible to vote on the candidate. However, the candidate may independently choose to make the materials available to other colleagues.

**b. External Peer Review**

External peer review of accomplishments and scholarship is an integral part of the method for assessing a CVM candidate’s achievements. External peer review provides validation of the faculty member’s scholarly contributions by a discipline-specific audience outside of Auburn University. The department head will direct the external peer evaluator to focus the evaluation on the quality and significance of the faculty member’s scholarship (in teaching, research, outreach, or service, as appropriate based on assignment) as defined by the criteria described in this document and illustrated in the appendix.

The CVM requires external peer review by three evaluators for promotion. According to the Handbook (Chap. 3.11.3.D):

“In consultation with the candidate and the faculty voting on the candidate the head (or dean) shall compile a list of potential evaluators. He or she shall then seek responses from at least three of the potential evaluators. These evaluators shall be people outside of Auburn University who are nationally acknowledged experts in the candidate’s field and can comment on the quality and reputation of the candidate’s work. If the evaluator is from an academic institution, he or she shall be of higher academic rank than the candidate. Evaluators may be associated with industry, government agencies, foundations, etc.”

The procedure for external peer review is as follows:

**1. Selection of Evaluators (see appended templates)**

**1.1.** The candidate will prepare a list of 4-6 suggested evaluators, which will include name, title, rank, address, phone number, and a short description of the applicability of suggested evaluator’s credentials or attach his/her vita. This information should be submitted to the department head

**1.2.** The department head will review the list and, if deemed necessary, prepare an additional list of potential evaluators, providing the same information as above (1.1). The candidate and department head will discuss the list to identify any potential conflicts of interest

**1.3.** Drawing from the names provided by the candidate and the department head, the department head will prepare a final list of 4-6 potential evaluators. The department head will select 3 peer evaluators from the list and will contact them using a standard approved letter

**1.4.** Peer evaluators affiliated with an academic institution should be from an institution considered to be a peer of Auburn University in the candidate’s discipline (a list of peer institutions is appended).

**1.5.** Potential peer evaluators will be contacted by the department head by telephone or e-mail to insure their willingness to participate, prior to the forwarding of the dossier and any supporting materials

**1.6.** The identity of the final three evaluators will not be shared with the candidate

**1.7.** In cases where the candidate has had significant experience at another university an additional evaluation may be solicited from an individual who has first-hand knowledge of the candidate from a supervisory perspective

**2. External Review Materials**

The external review package sent to all external evaluators will include the following:

* 1. A standard approved cover letter prepared by the department head outlining the procedure for external review and providing additional information relative to workload and other relevant conditions of the faculty member’s appointment
  2. The candidate’s dossier in the format outlined by the Handbook
  3. Supplemental materials as determined by the candidate. Supplemental materials may contain portfolio of creative work, samples of research papers and other research/creative work/outreach scholarship, teaching portfolio including students’ work and syllabi from courses taught, support letters from outreach stakeholders and collaborators, etc
  4. Copy of *CVM and Departmental Guidelines for Promotion and* *Tenure*

**3. Format for Evaluator’s Response**

The external peer evaluators should review the candidate’s materials and write a letter of evaluation addressing the candidate’s scholarly activities. As noted

above, the evaluators will be advised to use the CVM Guidelines in framing the evaluations.

The external evaluators’ letters will be made available to faculty members who are eligible to vote on the candidate’s application for tenure and/or promotion.

The department head is authorized to provide a summary to the candidate of the comments made in the evaluation letter only if the confidentiality of the evaluator’s identity is maintained.

**4. Due Date for Response**

The external review package should be mailed to allow for a six week period for review letters to be mailed back to the CVM.

**c. Internal Peer Review by Departmental Faculty** (Handbook*,* Chap. 3.11.D)

The internal departmental peer review process will begin according to the timeline established by the Office of Provost. The department head will work with the candidate to establish deadlines for the submission of required materials, to schedule the candidate’s presentation to the departmental/school faculty when applicable, and to schedule a meeting of the voting faculty.

The procedure for internal review is as follows:

1. **Explanation of Candidate Internal Review Information**

The candidate will provide the department head with a copy of the dossier in the required format and with any supplemental materials. Typically, this package contains the same material that is provided to external evaluators. The department head will make this material available to the eligible voting faculty prior to the internal review, if applicable, and for the meeting of voting faculty. The supplemental materials will not be included in the package that is forwarded to the University Promotion and Tenure Committee. The Handbookand the CVM and Departmental Guidelines for Promotion and Tenure should be the point of reference for the process of internal review. Materials may be distributed through an electronic or printed format.

1. **Internal Review Presentation**

The candidate may make an oral presentation (research seminar, case report, etc.) to the departmental faculty prior to the discussion.

1. **Faculty Vote** (Handbook*,* Chap. 3.11.E)

The faculty eligible to vote should conduct a closed meeting to discuss the candidate’s qualifications for tenure and/or promotion. These deliberations are confidential. After discussion, the department faculty may elect to table the discussion prior to the vote and recommend that the candidate defer his/her application. However, if the candidate elects to proceed with the application, a vote

will be conducted. A secret ballot vote on the candidate’s application will be taken at the meeting to determine the faculty’s final recommendation to the AU Promotion and Tenure Committee.

1. **The voting options are:**

* Present and voting
* Present and abstaining
* Absent but submitting a written vote prior to the meeting, or
* Absent and not voting (this response does not count as part of the total vote)

1. **Ballot choices are either:**

* Yes, the candidate is deserving of tenure
* No, the candidate is not deserving of tenure
* Abstain

**and/or:**

* Yes, the candidate is deserving of promotion
* No, the candidate is not deserving of promotion
* Abstain

If a candidate is under consideration for tenure and promotion, then separate votes for each issue must be taken and recorded.

If an eligible voting faculty member cannot attend the meeting, but intends to vote on the candidate’s application, that faculty member is responsible for sending the vote in writing or by e-mail in advance of the meeting to the department head or to the unit-level promotion and tenure committee chair. Vote counting should not begin until the ballots of all faculty in attendance and all votes from absent and voting faculty are submitted to the meeting chair.

If holding the appropriate rank, then the department head should vote by secret ballot at the meeting. According to the Handbook*,* “Any other faculty member serving as an administrator who has an official vote on the candidate at a higher administrative level shall excuse himself or herself at the departmental level.”

The result of the vote must be announced at the meeting.

Faculty receiving a majority of negative votes during the probationary period may be given notice of non-continuation of appointment (Handbook, Chap. 3.15).

**d. Department Head’s Recommendation**

The department head will review all available materials after the faculty deliberation and the external peer review are completed. The head will provide a letter with a written evaluation of the candidate’s qualifications for tenure and/or promotion to the Dean of the CVM. The letter should provide additional information relative to workload and other relevant conditions of the faculty member’s appointment. Most importantly, the letter should clearly indicate the department head’s recommendation with regard to the candidate’s tenure and/or promotion.

**e. Dean’s Recommendation**

The dean will review all available materials after the process of faculty deliberation, the external peer review, and the department head’s recommendation. The dean will provide a letter with a written evaluation of the candidate’s qualifications for tenure and/or promotion to the University Promotion and Tenure Committee. The letter should indicate clearly a recommendation for or against tenure and/or promotion.

**f. Communication to Candidate**

The department head and the dean will communicate the recommendations of the department and college to the candidate. At this point the candidate can choose not to continue the process of pursuing promotion and/or tenure (according to Handbook policies).

Faculty receiving a majority of negative votes may be given notice of non-continuation of appointment (Handbook, Chap. 3.15).

**g. Faculty Support Letters**

Comments from faculty may be summarized by a committee (a departmental promotion and tenure committee) of voting faculty members in lieu of sending individual letters. The summary letter should be signed by all members of the committee. Faculty who are eligible to vote may write letters to the University Promotion and Tenure Committee explaining their position regarding the candidate’s application for tenure and/or promotion. These letters should be addressed and sent to the department head or dean for inclusion in the candidate’s package. The package is then sent from the CVM Dean’s Office to the Office of the Provost.

**h. Submission to the Office of the Provost**

The CVM Dean’s Office will collect all materials including the information to be submitted by the candidate, the information submitted by the department head, and all relevant letters. The full dossier will be submitted to the Office of the Provost by the indicated date.

**Dossier Format**

The dossier must follow the format detailed in the Handbook*,* Chap. 3.11.C.1-2.

1. **Information Supplied by the Candidate**

The information should exactly follow the Handbookformat. The format without detailed descriptions is as follows in italics:

*1. Standard Biographical Data sheet*

*2. Appointment percentages for the last three years*

*3. Honors and Awards**list*

*4. Scholarly Contributions as: A. Teaching*

*1. Courses, past 3 years*

*2. Graduate students supervised*

*3. Current graduate student committees*

*4. Courses and curricula developed*

*5. Grants received related to teaching*

*6. Publications pertaining to teaching*

*7. Other contributions to teaching*

*8. Statement of teaching philosophy, self-evaluation*

*B. Research/Creative Work*

*1. Books*

*2. Article length publications*

*3. Papers or lectures*

*4. Exhibitions*

*5. Performances*

*6. Patents and inventions*

*7. Other research/creative contributions*

*8. Grants and contracts*

*9. Description of scholarly program, work in progress, work anticipated*

*C. Outreach*

*1. Commentary*

*a. Description b. Mission*

*c. Scholarship d. Impact*

*2. Activities and Products*

*a. Instructional activities b. Technical assistance c. Outreach publications d. Electronic products*

*e. Other outreach products*

*f. Copyrights, patents and inventions g. Contracts, grants, and gifts*

*D. Service*

*1. Institutional Service (university, college, or department)*

*2. Professional Service*

1. **Information Supplied by the Department Head (Chap. 3.11.C.3)**

The department head will provide the following supplemental information for the candidate’s package:

A. Teaching

1. A summary of student teaching evaluations as specified in the Handbook

2. Peer teaching evaluations

3. Letters from former students (may be solicited by candidate)

4. Letter from service chief or laboratory director evaluating clinical activities and instruction.

B. Research/Creative Work

1. Statement indicating level of support for achieving assigned activities

2. Assessment of scholarly contributions

C. Outreach

1. Statement indicating how outreach serves the mission of the unit

2. Assessment of level of scholarship in outreach activities

3. Participant, client, or peer evaluations of outreach activities

D. Service: Confidential letters addressing service performance (solicited by candidate from committee chair, professional officer, foundation officer, etc.)

**Deadlines: Refer to Annually Published Schedule from the Office of Provost**

**CVM Scholarship**

This section explains the CVM criteria for understanding scholarship relative to areas defined in the Handbook as teaching, research, outreach and service. Scholarship is defined as peer-reviewed, scholarly activities yielding a measurable impact through publication, public presentation, an award, or other recognition. The Appendix provides examples and assessment criteria for scholarly activity in the areas of teaching, research/creative work, and outreach.

**1. Teaching Scholarship**

Candidates for promotion and/or tenure are expected to demonstrate strength in teaching. Teaching can take many forms in the CVM: didactic, group facilitation, laboratory, clinical, graduate, resident, or intern.

General teaching activity is assessed annually by the Associate Dean for Academic Affairs through student evaluations. Faculty members may request peer evaluations through the department head or from a departmental mentoring committee. Teaching scholarship is different than general teaching activity. Information on teaching activity is included in the P&T dossier in order to provide a context for the varied teaching environments within the CVM.

Daily teaching activities, curriculum development, and integrated activities in teaching, research, outreach may be developed into teaching scholarship if there is related meritorious performance as evidenced by some form of peer review or other measurable impacts. In particular, some faculty members in the CVM are able to demonstrate significant and frequent meritorious performance in the area of teaching as evidenced by the receipt of college and national awards, the acceptance of peer-reviewed journal articles on teaching, and contributions to national conference proceedings on instruction. Faculty are encouraged to apply for regional, national and international teaching awards and grant opportunities in order to advance the strong educational mission of the CVM and to demonstrate exceptional faculty performance in teaching. Departmental criteria for assessment of teaching scholarship are appended.

1. **Scholarship in Research / Creative Work**

A strong culture of faculty scholarship in research is essential to the CVM faculty’s continued success. Productivity in research is important evidence of CVM faculty scholarship because it demonstrates the contributions of the faculty to the advancement of their disciplines, it documents the significance of these contributions to external audiences, and it enhances educational opportunities for CVM students. Each faculty must describe an individual research/creative work agenda in section B.9 of the dossier. An initial review of each junior faculty’s developing research work agenda should be a vital component in the third year review.

For the tenure and/or promotion process, peer-reviewed or refereed work is valued more highly than non-peer-reviewed endeavors, but all responsible dissemination of knowledge is valuable and should be considered in the evaluation of a candidate. Research valued by the CVM includes traditional peer-reviewed publications and other forms of scholarship. Laboratory research and clinical research such as prospective studies, retrospective studies and case reports are considered meritorious. In the current environment of research teams, collaborative and multi- institutional studies and publications are also considered meritorious. The individual departments and disciplines in the CVM are actively engaged in defining and determining the standards for each discipline within the larger context of the CVM and Auburn University requirements. In all CVM disciplines it is imperative for faculty to develop a sustained body of high quality peer-reviewed work.

**3. Outreach Scholarship**

The CVM has a strong history of outreach to practicing veterinarians, producers, pet owners, and other public groups. As identified in the Handbook, Chap. 3.8.C.,“outreach refers to the function of applying academic expertise to the direct benefit of external audiences in support of university and unit mission.” When considered for the purposes of tenure and promotion, the faculty activity should address the six criteria detailed in the Handbook, Chap. 3.8.C. However, the CVM recognizes that some distinctive scholarly outreach activities may not directly address all six criteria; in those activities, the candidate and department head should justify the scholarly nature of the activity.

Outreach activities, outreach program development and/or implementation, and combined teaching/research/outreach activities may contribute to outreach scholarship if there is related meritorious performance as evidenced by some form of peer review or other measurable impacts.

All outreach activities must be documented with regard to significance and contribution. The Handbook describes the documentation requirements which are mentioned in an abbreviated form in the current document. The Handbookalso includes a detailed example of the outreach section of a dossier (Chap. 3*.* Appendix A).

**4. Service Scholarship**

Faculty members may demonstrate scholarship in service to their profession through service on advisory panels or review committees. Departmental Criteria for assessment of these activities are found in the Appendix.

**Evaluating Teaching, Research/Creative Work, Outreach Scholarship**

CVM disciplines are varied and encompass different types of scholarship in the areas of teaching, research, outreach, and service. A detailed list with examples and assessment criteria is found in each department’s appendix to this document. These represent an overview of scholarship and award venues and levels of achievement that are generally valued by each department in the CVM. Candidates are expected to have meritorious performance in at least two major areas. Clinical and diagnostic are unique opportunities for scholarship in the CVM. Excellent contributions to the mission of the Teaching Hospital can be used to generate scholarship in teaching, research, and outreach. Meritorious performance in committee service is generally valued in the evaluation of collegiality and in the annual review process.

**1. Categories of Scholarly Activities**

Research publications and/or presentations

Acknowledgement of Reputation, Expertise, and Peer Recognition

Funded Activities

Outreach Scholarship

Teaching Scholarship

Scholarship in Clinical or Diagnostic Activities

**2. Evaluation Levels**

Within the six categories, the significance of an endeavor and/or award is evaluated as Highest Distinction, Distinction, or Expected.

**Highest Distinction** in scholarship demonstrates a national/ international reputation. A candidate progressing from associate professor to full professor must have Highest Distinction and Distinction in scholarship.

**Distinction** in scholarship demonstrates the faculty member’s potential for building a national reputation. A candidate for tenure and for promotion from assistant professor to associate professor should have Distinction in scholarship and/or awards.

**Expected** scholarship indicates a valuable contribution to the activities of the college or to the advancement of the candidate’s discipline. All faculty members are expected to perform at least at the expected level of scholarship whether or not they are candidates for promotion or tenure.

**Service**

At the CVM service can be divided into two broad categories: faculty governance of the academic mission (i.e. committee work) and service to the profession. All faculty members are expected to contribute some service to the department, college, and university.

Examples of service activities include but are not limited to the following:

1. participation in departmental/college/university committees,
2. graduate program officer or residency coordinator,
3. development of new academic programs,
4. work on accreditation documentation,
5. revision of curricula,
6. recruitment of new faculty,
7. holding office in a professional organization,
8. committee work for professional associations,
9. supervision of a service laboratory,
10. service as a chief of a clinical service, or
11. service on an advisory committee for a corporation or government agency.

For the annual assessment process, documentation of contributions in the area of service may consist of:

1. Description of the service activity
2. Letters from colleagues documenting excellent service
3. Explanation of how the activity contributes to the university, college, or departmental mission
4. Significant contributions of the faculty member to a committee’s activities
5. Impact of the activity (was it evaluated or recognized as significant?)
6. Description of activities and products
7. Letters of appreciation from panel chairpersons

**Guidelines for Post-Tenure Review**

Faculty members are expected to be productive throughout their tenure at Auburn. Two successive unsatisfactory ratings during annual evaluations will trigger a post-tenure review under current University guidelines.

**Appendix**

Scholarly Activities and Evaluation of Significance:

1. Department of Anatomy, Physiology, and Pharmacology
2. Department of Clinical Sciences
3. Department of Pathobiology

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