

Guidelines for Promotion and Tenure
Department of Clinical Sciences
College of Veterinary Medicine
Auburn University

The mission of Auburn University College of Veterinary Medicine (AUCVM) is to prepare individuals for careers of excellence in veterinary medicine, including private and public practice, industrial medicine, academics, and research. The college provides programs of instruction, research, outreach, and service that are in the best interests of the citizens of the state of Alabama, the region, the nation, and the world. The Department of Clinical Sciences (DCS) is an integral part in the education of future veterinarians and in the treatment of animals at the Auburn University Teaching Hospitals and the Auburn Veterinary Specialists-Gulf Shores. Faculty in the DCS are dedicated to classroom (didactic), laboratory, and graduate teaching as well as the clinical teaching of DVM students, interns, and residents through general practice and specialty services in the Wilford and Kate Bailey Small Animal Teaching Hospital, the John Thomas Vaughan Large Animal Teaching Hospital, and the Auburn Veterinary Specialists-Gulf Shores. The mission of the DCS is advancement of animal health and wellbeing through providing exceptional educational experiences, delivering outstanding veterinary care, and discovering innovative methods to diagnose, prevent, and treat disease. To achieve these missions, the faculty positions in the DCS, depending on the individual primary responsibility, are filled as either a Tenure-Track or Clinical Title Series faculty. Faculty in tenure-track positions have greater effort assignment in the scholarly and research activities, while the primary focus of faculty in the clinical title series is in clinical teaching and clinical service. The following guidelines, PART I for Tenure-Track faculty, PART II for Clinical Title Series faculty, and PART III for Evaluation Criteria and Evaluation Guide, aim to provide guidance for faculty through the promotion and tenure process.

PART I. GUIDELINES FOR TENURE-TRACK FACULTY

Tenure-track faculty positions include non-tenured Assistant Professors, non-tenured or tenured Associate Professors, and non-tenured or tenured Professors. The progress of tenure-track faculty toward promotion is evaluated on **didactic and clinical teaching, research and scholarly activity, service, outreach, clinical activities, and peer recognition of expertise**, which are assessed annually by the Department Head. Assessment of productivity of the faculty is based on the percent assignment in each category, which shall be determined by the Department Head at the time of hire and re-evaluated and adjusted following consultation with individual faculty each year during their Faculty Annual Review.

Assistant Professors are required to submit a dossier for a three-year review to the DCS Promotion and Tenure Committee; the dossier should be evaluated by the eligible department faculty above the rank of the candidate. The purpose of the three-year review is for the department faculty to assess the faculty member's progress toward achievement of promotion and tenure and to provide a source of constructive comments to the faculty member. The

Department Head will provide the faculty member a written report summarizing the feedback from the department faculty.

The application process for promotion including eligibility, timeline, and voting eligibility for department faculty is described in the Auburn University Faculty Handbook. Suitability for promotion to Associate Professor is to be evaluated with consideration of the percent assignment in each above mentioned categories and voted on by the eligible departmental faculty above the rank of the candidate at the Annual DCS Promotion and Tenure Meeting. Suitability for advancement to the rank of Professor is to be evaluated with consideration of the percent assignment in each category above mentioned and voted on by the eligible departmental faculty above the rank of the candidate at the Annual DCS Promotion and Tenure Meeting. Suitability for tenure will be evaluated and voted on by the tenured faculty in the department.

Promotion from Assistant Professor to Associate Professor should at least meet the requirement of “Meet Expectation” evaluations from all categories i.e., **didactic and clinical teaching, research and scholarly activity, service, outreach, clinical activities, and peer recognition of expertise**. Promotion from Associate Professor to Full Professor should demonstrate “Exceed Expectation” or “Exemplary” in at least three of the above mentioned categories and “Meet Expectation” in all other areas to be successfully promoted to the next rank. Through their scholarly and professional activities, the candidate for Associate Professor should demonstrate an emerging reputation as a regional or national authority, whereas a respected national reputation is required for promotion to Professor. A candidate recommended for early promotion by the Department Head/Chair should demonstrate “Exemplary” in a majority of the listed categories.

Please consult **PART III. EVALUATION CRITERIA and EVALUATION GUIDE** in this document for detailed descriptions of “Meet Expectation”, “Exceed Expectation” or “Exemplary” in each category, i.e., didactic and clinical teaching, research and scholarly activity, outreach, service, clinical activities, and peer recognition of expertise. An evaluation guide is included for clarification during evaluation process.

Relevant specialty board certification or equivalent is a requirement for promotion of an Assistant Professor or hiring as an Associate Professor.

The following are intended to serve as guidelines for the Promotion and Tenure Committee and the department faculty in evaluation and review for promotion and/or tenure of faculty members in a tenure-track position.

1. Teaching

Tenure-track faculty in the DCS generally have a minimum teaching effort of allocation of 50%, which includes didactic teaching of undergraduates, first three years of the veterinary curriculum, clinical teaching of fourth-year veterinary students, intern and resident training, graduate course teaching and graduate student advising. Faculty are expected to demonstrate, at the minimum, “Meet Expectation” or “Exceed Expectation” in all aspects of teaching. This must be documented as a requirement for promotion as judged by all teaching evaluations (i.e., undergraduate, veterinary, and graduate teaching) and peer review (**PART III. EVALUATION CRITERIA and EVALUATION GUIDE**). Student evaluations from undergraduate student

teaching can be included if available. Other teaching responsibilities include, but are not limited to, veterinary student mentorship and teaching scholarship.

Didactic teaching of veterinary students during the first three years of the professional curriculum includes classroom lectures and laboratory instruction. Didactic courses in the AUCVM are often team taught and each course has one or more assigned course coordinators. The course coordinators bear the responsibility of coordinating with all instructors, serves as the line of communication between students and the participating instructors, and are to be recognized for their time and effort to ensure smooth operation of the course throughout the semester.

Clinical teaching of fourth-year veterinary students, interns, and residents focuses on clinical case management instruction concomitant with clinical service within the teaching hospitals. Participation in instruction includes one-on-one training in case management, case and topic discussion in rounds, and serving as an example of professional communication and team effort.

Faculty participating in resident training programs are expected to participate actively in advanced graduate course instruction, resident seminars, journal clubs, morbidity and mortality rounds, and guidance of clinical activities that promote acquisition, refinement, and testing of clinical knowledge. Expectations include provision of adequate case materials for specialty training, regular assessment of clinical competency, and guidance in the preparation for specialty board certification. Graduate courses are often team taught in the DCS, and the course coordinators are recognized for their time and effort.

Productivity in the teaching assignment is documented by evaluations of clinical and didactic teaching from veterinary students, clinical and graduate evaluations by interns and residents, peer evaluations by the department faculty, and by clinical and didactic teaching awards (see **PART III. EVALUATION CRITERIA and EVALUATION GUIDE**).

2. Research and Scholarly Activity

Scholarly productivity is required of all tenure-track faculty. Evidence of productivity and accomplishment in some form of scholarly activity, appropriate for the percent assignment, is required for promotion. Successful intramural and/or extramural grant funding and senior author publications are expected of a tenure-track faculty depending on the research effort assignment. Tenure-track faculty with a research percent assignment greater than 25% are expected to demonstrate **effort of submission** for extramural grant funding as principal investigator or co-investigator. Collaborative basic science and clinical research participation to improve the delivery of veterinary education or patient care is strongly encouraged. Senior or co-author publications of clinical studies, case reports, review articles, or book chapters are recognized as part of scholarly productivity.

Proceedings that are peer-reviewed and published in a refereed journal with national and/or international readers may be considered as scholarly activity if directed toward a professional audience and for veterinary education purposes. (See **PART III. EVALUATION CRITERIA and EVALUATION GUIDE**)

In the evaluation for promotion, the annual productivity of research and scholarly activity shall coincide with each faculty member's present effort assignment which is averaged over the three years prior to submission of the dossier for promotion. Progressive and continuous scholarly productivity is expected in all faculty applying for promotion, particularly for faculty applying for promotion to the rank of Professor.

3. Service

Participation in committee service within the department, college, and university, as well as professional organizations is recognized as service and will be included in the consideration for promotion. Being a member of an editorial board of a journal, an ad hoc journal manuscript reviewer, and/or a grant reviewer are also considered as professional service.

Service generally composes a small percentage of the assignment for a tenure-track faculty in the DCS. The amount of effort of participation in committee work should be documented and appropriate for the assigned effort in service. However, service percentage should be increased accordingly if serving as chair of a committee either within DCS, AUCVM, the university or professional organization, or for faculty participating in time-consuming committees (e.g., Admission and Standards Committee, Curriculum Committee)

Service in professional organizations, national veterinary organizations, and specialty colleges can contribute to the national reputation of a tenure-track faculty member and is encouraged. (See **PART III. EVALUATION CRITERIA and EVALUATION GUIDE**)

4. Outreach

Outreach activities and publications contribute to the faculty member's professional reputation and will be included in the consideration for promotion. Providing instruction to lay audiences, veterinary technicians, and/or veterinarians, in the form of continuing education seminars, presentations, and laboratory instruction is encouraged.

Invitations to speak at professional conferences and/or nonprofessional meetings that aim to improve animal health promote the reputation of the university and are important contributions to the faculty member's outreach assignment.

Published proceedings from invited lectures may be considered as outreach if directed toward lay organizations or other professionals and may be considered as part of scholarly effort if produced for veterinary education purposes (See **PART III. EVALUATION CRITERIA and EVALUATION GUIDE**). The percentage of effort assignment of the faculty member on Outreach should reflect accurately of their speaking engagement each year and adjust accordingly during the Faculty Annual Review with the Department Head.

5. Clinical Activities

All faculty in a tenure-track position seeking promotion must “Meet Expectations” or demonstrate “Exceed Expectation” or “Exemplary” in clinical activity (see **PART III. EVALUATION CRITERIA and EVALUATION GUIDE**).

Faculty performance evaluations will be based on the assessment of the quality of patient care, the level of professional competence, the ability to work collegially and professionally with colleagues in the department and the teaching hospitals, and the ability to interact professionally with clients and referring veterinarians.

Evaluation of the faculty’s clinical performance will be assessed using evaluations by veterinary students, interns and residents; faculty peer evaluations; the hospital administration (Hospital Director, Hospital Administrator, and Section Chief); the Department Head; and letters from external peer reviewers selected by the Department Head.

6. Peer Recognition of Expertise

Nominee and/or recipient of regional awards or college teaching awards and L.G. Wolfe Award for Graduate Teaching Excellence, departmental Clinician of the Year Award, and multiple specialty board certification are considered prestigious peer recognition of expertise and should be ranked as “Exemplary”. Recipient of a national or international award also is considered “Exemplary”.

7. Collegiality and Application for Tenure

In addition to demonstrating the level of distinctive scholarship appropriate for promotion, the candidate for tenure must also demonstrate professional collegiality as described in the Auburn University Faculty Handbook.

Examples of collegiality, from the AUCVM Promotion and Tenure Guidelines, 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 faculty recruitment, participation in departmental seminars and journal clubs, adherence to institutional policies, and professional interactions with external constituents.

Application for tenure is usually part of the same process along with the application for a tenure-track Assistant Professor for promotion to Associate Professor, but with separate votes. However, a faculty cannot be tenured without promotion or promoted without tenure.

For faculty hired at the level of Associate Professor or Professor, application for tenure is usually permitted after a minimum of two years in the DCS (this is also impacted by the number of years of service (if any) that are brought by the candidate from another institution) by submitting a completed dossier as for promotion.

Applications for tenure will be evaluated by all tenured faculty in the department and voted on in the Annual DCS Promotion and Tenure Meeting.

PART II. Guidelines for Promotion for Clinical Title Series Faculty

The Department of Clinical Sciences (DCS) within the College of Veterinary Medicine of Auburn University recognizes the value of Clinical Title Series (Clinical Track) faculty in provision of high quality clinical service, patient care, and clinical instruction in multiple clinical disciplines in the Wilford and Kate Bailey Small Animal Teaching Hospital, the John Thomas Vaughan Large Animal Teaching Hospital, and the Auburn Veterinary Specialists-Gulf Shores. Clinical Title Series positions are filled by faculty whose primary assignment, responsibility, expertise, and commitment are clinical service and instruction.

Clinical Title Series positions include Clinical Lecturers, Assistant Clinical Professors, Associate Clinical Professors, and Clinical Professors. Expectations for promotion of Clinical Title Series faculty generally differ from those of tenure-track faculty due to a higher percentage assignment allocated to clinical service and instruction (teaching assignment) and a lower assignment and expectation for scholarly activity (research assignment). Expectations for productivity of the faculty are based on the percent assignment in each listed area, which shall be determined by the Department Head at the time of hire and re-evaluated and adjusted following consultation with individual faculty each year during the Faculty Annual Review. The progress of Clinical Title Series faculty toward promotion, with more emphasis on **clinical competence and performance, clinical service and teaching, outreach, service, clinical activity, peer recognition of expertise, and less emphasis on research and scholarly activity**, is assessed annually by the Department Head as a portion of the Faculty Annual Review. Clinical track faculty are not required to go forward for promotion. If a clinical track faculty is going forward for promotion, the Department of Clinical Sciences follows the same timeline as a tenure track candidate that is outlined in the Auburn University Faculty Handbook.

Promotion from Assistant Clinical Professor to Associate Clinical Professor should at least meet the requirement of “Meet Expectation” evaluations from all categories above mentioned. Obtaining specialty board certification or equivalent is a requirement for promotion from Assistant Clinical Professor to Associate Clinical Professor Suitability for advancement to the rank of Associate Clinical Professor is to be evaluated with consideration of the percent assignment in each category above mentioned and voted on by the eligible departmental faculty above the rank of the candidate at the Annual DCS Promotion and Tenure Meeting.

Promotion from Associate Clinical Professor to Clinical Professor should demonstrate “Exceed Expectation” or “Exemplary” in at least three of the above mentioned categories and “Meet Expectation” in all other areas to be successfully promoted to the next rank. Suitability for advancement to the rank of Clinical Professor is to be evaluated with consideration of the percent assignment in each category above mentioned and voted on by the eligible departmental faculty above the rank of the candidate at the Annual DCS Promotion and Tenure Meeting.

After discussion with the Department Head, Assistant Clinical Professors submit a dossier for 3 year review to the Department before being considered for promotion to Associate Clinical Professor. The 3 year review submission may occur anytime after completing 3 years at the rank of Assistant Clinical Professor since there is not a requirement for promotion consideration in the clinical track. The dossier should be evaluated by the department faculty above the rank of the candidate. The purpose of the three-year review is for the department faculty to assess the

faculty member's progress toward achievement of promotion and tenure and to provide a source of constructive comments to the faculty member. The Department Head will provide the faculty member a written report summarizing the feedback from the department faculty. Clinical Lecturers are eligible for promotion only if there is both demonstrated need of increased responsibilities by the college/department and the lecturer holds the appropriate terminal degree, so the 3 year review is typically not performed.

Application for promotion of Clinical Title Series faculty is to be evaluated by the department faculty following submission of a dossier requesting consideration for promotion to the Promotion and Tenure Committee. Suitability for advancement within the Clinical Title Series is to be evaluated with consideration of the percent assignment in each category mentioned above.

Please consult **PART III. EVALUATION CRITERIA and EVALUATION GUIDE** in this document for detailed description in each category, i.e., clinical competence and performance, clinical service and instruction, outreach, service, peer recognition of expertise, and research and scholarly activity.

Specialty board certification or equivalent is not a requirement for promotion of a Clinical Lecturer to Assistant Clinical Professor, but it is required to be promoted to Associate Clinical Professor.

The following criteria are intended to serve as guidelines for the Promotion and Tenure Committee and the department faculty in evaluation and review for promotion of a faculty member in a Clinical Title Series position.

1. Clinical Competence and Performance

Faculty seeking promotion in the Clinical Title Series must demonstrate excellence in clinical performance.

Faculty performance evaluations will be based on the clinical effort assignment of the faculty member and assessment of the quality of patient care, the level of professional competence, the ability to work collegially and professionally with colleagues in the department and the teaching hospitals, and the ability to consistently interact professionally with clients and referring veterinarians. (See **PART III. EVALUATION CRITERIA and EVALUATION GUIDE**)

Assessment of the faculty's clinical performance will be gauged using a variety of evaluation instruments originating from veterinary students, interns and residents, as well as annual faculty peer evaluations submitted by colleagues in the specialty and associated clinical services. Evaluations provided by the hospital administration (Hospital Director, Hospital Administrator, and Section Chief), the Department Head, and letters from external peer reviewers selected by the Department Head provide additional support for the decision related to promotion.

2. Clinical Service and Teaching

The primary teaching responsibilities of Clinical Title Series faculty focus on clinical instruction of fourth-year veterinary students, interns, and residents concomitant with clinical service within the teaching hospitals. Participation in instruction includes one-on-one training in case

management, case and topic discussion in rotation rounds, and serving as an example for professional communication and team effort. Other areas of instruction include didactic lectures, laboratory teaching, and individual instruction of veterinary students, interns, residents, and graduate students (See **PART III. EVALUATION CRITERIA and EVALUATION GUIDE**). Clinical Title Series faculty may serve as course coordinators and may direct residency and graduate programs. Faculty participating in resident training programs are expected to participate actively in clinical mentorship including participation in advanced graduate course instruction, resident seminars, journal clubs, morbidity and mortality rounds, and guidance with clinical activities that promote acquisition, refinement, and testing of clinical knowledge. Expectations include provision of adequate case materials for specialty training, regular assessment of clinical competency, and guidance in the preparation for specialty board certification. Clinical Title Series faculty may serve as members or chairs on graduate committees for MS or PhD degrees if these degrees are offered in the faculty member's area of expertise. Combining all aspects of the teaching assignment, Clinical Title Series faculty members will generally have a 75% to 90% teaching effort assignment.

Productivity in the teaching assignment is documented by clinical and didactic evaluations from veterinary students, clinical evaluations by interns and residents, peer evaluations by department faculty, and by clinical and didactic teaching awards.

3. Outreach

Outreach activities and publications contribute to the faculty's professional reputation and should be documented. Providing instruction to lay persons, veterinary technicians, and/or veterinarians, in the form of continuing education seminars, presentations, and laboratory instruction is encouraged.

Invitations to speak at professional conferences and/or nonprofessional meetings which aim to improve animal health and to promote the reputation of the university are considered important contributions to the faculty member's outreach assignment.

Published proceedings from invited lectures may be considered as outreach if directed toward lay organizations or other professionals, and may be considered as part of scholarly effort if produced for veterinary education purposes. The percentage of effort assignment of the faculty member on Outreach should reflect accurately of their speaking engagement each year and adjust accordingly during the Faculty Annual Review with the Department Head.

4. Service

Participation in committee service within the department, college, and university as assigned, as well as participation in activities of professional organizations, is recognized as service and will be included in consideration for promotion. The amount of effort in participation in the committees should be appropriate for the assigned effort in service.

Service generally composes a smaller percentage of the assignment for a Clinical Title Series faculty, as time-consuming committee participation conflicts with clinical service and instruction responsibilities.

Service in professional organizations, national veterinary organizations, and specialty college committees can contribute to the national reputation of a Clinical Title Series faculty member and is encouraged.

5. Clinical Activities

All faculty in Clinical Title Series positions seeking promotion must “Meet Expectations” or demonstrate “Exceed Expectation” or “Exemplary” in clinical activity (see **PART III. EVALUATION CRITERIA and EVALUATION GUIDE**).

Faculty performance evaluations will be based on the assessment of the quality of patient care, the level of professional competence, the ability to work collegially and professionally with colleagues in the department and the teaching hospitals, and the ability to interact professionally with clients and referring veterinarians.

Evaluation of the faculty’s clinical performance will be assessed using evaluations by veterinary students, interns and residents; faculty peer evaluations; the hospital administration (Hospital Director, Hospital Administrator, and Section Chief); the Department Head; and letters from external peer reviewers selected by the Department Head.

6. Peer Recognition of Expertise

Nominee and/or recipient of regional awards or college teaching awards and L.G. Wolfe Award for Graduate Teaching Excellence, departmental Clinician of the Year Award, and multiple specialty board certification is considered prestigious peer recognition of expertise and should be ranked as “Exemplary”. Recipient of a national or international also is considered “Exemplary”.

7. Research and Scholarly Activity

Evidence of productivity and accomplishment in some form of scholarly activity, reflective of the percent assignment, is required for promotion. While scholarly productivity is expected of all faculty, successful grant funding and first author research publication is not expected of a Clinical Title Series faculty with minimal research effort assignment. Participation in collaborative basic science and clinical research to improve the delivery of veterinary education or patient care is encouraged.

First or co-author publications of clinical studies, case reports, review articles, or book chapters is strongly encouraged. Collaborative publication alone can fulfill the faculty member’s responsibility toward scholarly activity if the scholarly effort percentage of their assignment is low. (See **PART III. EVALUATION CRITERIA and EVALUATION GUIDE**)

Clinical Title Series faculty that have higher research assignments (e.g., greater than 5%) are expected to apply for research funding as principle investigator or co-investigator and/or participate in collaborative research. In the evaluation for promotion, the annual productivity of research and scholarly activity shall coincide with each faculty’s effort assignment averaged over the three years prior to submission of the dossier for promotion.

8. Collegiality

All faculty are expected to interact with each other in a courteous, professional, and collegial manner and collegiality should be considered as part of the criteria for promotion of a Clinical Title Series faculty. The AUCVM Promotion and Tenure Guidelines lists examples of collegiality that include but are not limited to responsible discharge of assignment (including clinical assignments), responsible participation in committee work, regular and constructive participation in faculty meetings, participation in activities related to faculty recruitment, participation in departmental seminars and journal clubs, adherence to institutional policies, and professional interaction with external constituents.

PART III. EVALUATION CRITERIA and EVALUATION GUIDE

PART IIIA. EVALUATION CRITERIA

(Meet Expectation = Expected; Exceed Expectation = Distinction; Exemplary = Highest Distinction when referring to AUCVM guidelines)

I. TEACHING

A. Didactic Teaching – This category refers to lectures and laboratories provided to veterinary students. Peer-review of teaching is the core method to assess scholarship in didactic instruction. Student reviews are also considered in the assessment of teaching effectiveness.

Meet Expectation	Exceed Expectation	Exemplary
<ul style="list-style-type: none"> An organized delivery of accurate information that is current with responsive participation (e.g., timely submission of course notes, grades, etc.) 	<ul style="list-style-type: none"> Effective incorporation of teaching techniques beyond standard format in the lecture setting, e.g. active learning activities inside or outside of the classroom. Student teaching evaluations above average for the department. Service as coordinator of one course in the didactic curriculum. 	<ul style="list-style-type: none"> Development and implementation of novel teaching techniques or learning activities. Service as coordinator of more than one course in the didactic curriculum. Earned a teaching award, a grant for teaching or a publication for teaching.

B. Clinical Teaching – Teaching in the clinics requires a different skillset than in the classroom. Assessment varies accordingly. Clinical teaching is done in small groups. The extra hours required for clinical service are recognized.

Meet Expectation	Exceed Expectation	Exemplary
<ul style="list-style-type: none"> Delivery of accurate information Supervision of students provided on weekends and afterhours. 	<ul style="list-style-type: none"> Student teaching evaluations above average for the department. Consistent provision of written constructive feedback to students, e.g. providing comments on SOAPS, or discharge instructions, providing written comments on grades, etc. 	<ul style="list-style-type: none"> Recipient of the Clinical Award Organization of weekend and after hours teaching activities for students (this does not include clinic duty), e.g. organizing a teaching laboratory Developing and teaching a novel elective rotation. Instructing a student on a Special Problems rotation.

C. Graduate Student Teaching – Teaching of graduate students, whether degree-seeking or not, is an important activity of DCS faculty. Participation by membership on graduate committees is expected as well as delivery of lectures in the faculty member’s area of expertise, if such courses are offered. Mentoring of graduate students for research projects, whether or not the student is degree-seeking, is a time-consuming and critical activity.

Meet Expectation	Exceed Expectation	Exemplary
<ul style="list-style-type: none"> Membership on a graduate committee for a MS, if graduate degrees are offered in the faculty member’s area of expertise. Mentoring of graduate student research projects. Mentoring of graduate student, intern or resident seminars. 	<ul style="list-style-type: none"> Student teaching evaluations above average for the department. Serving as coordinator of a course in the graduate curriculum. Serving as a graduate committee members ≥ 2 MS degrees in the past 5 years. Serving as a graduate committee chair for a MS degree. Serving as a graduate committee member for a PhD degree. Mentoring of graduate student research projects with presentation of research 	<ul style="list-style-type: none"> Development and implementation of novel scholarly approaches Serving as a graduate committee chair for ≥ 2 MS degrees in the past 5 years. Serving as a graduate committee chair for a PhD degree. Mentoring (committee member) of ≥ 3 graduate student research projects within the past 5 years. Attainment of the Graduate Student Teaching award Student receives a competitive scholarship or award for research or

	findings, e.g. platform presentation or poster.	clinical activities, e.g. abstract presentation.
--	---	--

D. House Officer Teaching – A vital duty of DCS faculty is the training of house officers including interns, specialty interns, and residents. Mentorship of house officers is crucial and a time-consuming activity.

Meet Expectation	Exceed Expectation	Exemplary
<ul style="list-style-type: none"> Provision of guidance in case management while serving on clinics with a house officer. 	<ul style="list-style-type: none"> Serving as the primary advisor for an intern, specialty intern, or resident. Serving as the specialty-college recognized program director for a residency program. Teaching evaluations above average for the department. 	<ul style="list-style-type: none"> Serving as the primary advisor for 2 or more interns, specialty interns and/or residents in the past 5 years. Student receives a competitive scholarship or award for research or clinical activities, e.g. abstract presentation. Creates novel materials for achieving board certification, e.g. mock exams.

E. Veterinary Student Mentorship – Recognition of the time and efforts of DCS faculty mentoring veterinary students either in or outside the classroom, e.g., guidance for course study, advice for case management, assistance for research project and/or publication.

Meet Expectation	Exceed Expectation	Exemplary
<ul style="list-style-type: none"> Providing guidance to students in the classroom or on clinics 	<ul style="list-style-type: none"> Mentorship of ≥ 3 students for CPC presentations in the last 5 years. Mentorship of a veterinary student for a research experience lasting >2 weeks. Publication of a research abstract with a veterinary student as a co-author. Instructing a student on a Special Problems research project. Serving as a club advisor. Providing extra learning opportunities, e.g. Clerkship, board review, club lectures, club journal clubs 	<ul style="list-style-type: none"> Publication of a research abstract with a veterinary student as the first author. Publication of a peer-reviewed manuscript, e.g., review article or case report, with a veterinary student as a collaborative author. Publication of a peer-reviewed manuscript, e.g., review article or case report, with a veterinary student as the first author. Student receives a competitive scholarship or award for an activity at a meeting, e.g. abstract presentation, outstanding AU graduate student award, etc.

II. RESEARCH

A. RESEARCH (PUBLICATIONS)

1. Refereed Journal Articles - Authorship of peer-reviewed journal articles is a core indicator of scholarship. Significance can be determined statistically (journal impact factor or citation index) or by an assessment of the appropriateness of the journal's target audience. It is important to recognize that some publications are intended for focused readership; therefore, impact factors or citation indices might be poor indicators of impact on the intended audience. Such situations should be explained by the candidate and/or Department Head. Full research articles often represent the product of a sustained research effort and typically represent a more extensive scope than a brief report. Case reports and case-series reports are often the foundation of clinical or diagnostic scholarship. First authorship and senior authorship carry equal significance. The significance of co-authorship, particularly where faculty mentor graduate

students, residents, or house officers, should be defined in the dossier by the candidate. Peer-evaluated narrative review articles are valued contributions, especially when invited as a result of the faculty member’s clinical or investigative reputation and experience.

Meet Expectation	Exceed Expectation	Exemplary
<ul style="list-style-type: none"> Collaborative-authorship on a brief report or single case study (or other comparable format). Contribution to publication of collaborative or multi-institutional research. 	<ul style="list-style-type: none"> Primary or senior authorship on a brief report or single case study. Collaborative-authorship on a full-length manuscript or case series. 	<ul style="list-style-type: none"> Primary or senior authorship on a full-length manuscript or case series.

2. Book Chapters or Books - Authorship of a book chapter is an invited professional contribution. Significance can be gauged by the same criteria as those specified above for refereed journal articles. A signed contract with the publisher, accompanied by a complete draft of the chapter, is acceptable for consideration. Authorship or editorship of a published book or textbook is recognized as an indication of “Exceed Expectation” or “Exemplary” in scholarship. Significance can be gauged by the type of book, the scope of distribution or adoption (regional vs. national/international), the intended audience (public vs. professional), and the extent of professional acceptance (e.g., numbers of peer citations or published copies).

Meet Expectation	Exceed Expectation	Exemplary
None	<p>Book Chapter</p> <ul style="list-style-type: none"> Primary or senior author of a book chapter intended for national/international distribution. Primary or senior author of a book chapter intended for professional students or professional audiences. Collaborative-author of a book chapter intended for national/ international distribution. <p>Books</p> <ul style="list-style-type: none"> Editor, section editor or author of a book intended for distribution to public readership or local/regional distribution. 	<p>Book</p> <ul style="list-style-type: none"> Editor, section editor or author of a book intended for national/ international distribution. Editor, section editor or author of a book intended for professional or professional student audiences.

3. Abstracts – Authorship of an abstract indicates a transition between discovery or application and peer-reviewed publication. Abstracts are an appropriate method to deliver new information to peers. The significance of co-authorship should be defined in the dossier by the candidate.

Meet Expectation	Exceed Expectation	Exemplary
<ul style="list-style-type: none"> Collaborative-author on an abstract published in the proceedings of a local or regional meeting. 	<ul style="list-style-type: none"> Primary or senior author of an abstract intended for public readership or local/regional audience. Collaborative-author of an abstract intended for national/international audience. 	<ul style="list-style-type: none"> Primary or senior author of an abstract intended for national/international audience.

4. Web and Electronic Resources - Web and electronic resources can be developed into a form of outreach scholarship with a potential for rapid national and international impact. The scholarly significance should be determined through post-hoc peer review and by documenting the extent of resource integration into classes and training programs through user surveys and quantification of usage (e.g., number of website visits).

Meet Expectation	Exceed Expectation	Exemplary
Not applicable	<ul style="list-style-type: none"> A resource implemented as a component of a course or outreach program, receiving favorable user-review, positive <i>post hoc</i> peer-review, and documented usage. 	<ul style="list-style-type: none"> A resource nationally or internationally recognized based on <i>post hoc</i> peer-review and documentation of broad usage. (e.g., Veterinary Information Network).

5. Advisory Reports - An advisory report is a summary of a body of work presented to an authoritative audience (e.g., participation in consensus panels convened by an organization, e.g. specialty college, AAHA, extension service). The significance of authorship of published reports is usually indicated by the scope and nature of the intended audience (i.e., regional, national, or international; the broader the audience the greater the impact). Some reports are intended for smaller audiences, but they exert a major impact on the advancement of a scientific discipline (e.g., published report of a corporate advisory panel or report of Standards set by national clinical specialty colleges).

Meet Expectation	Exceed Expectation	Exemplary
Not applicable	<ul style="list-style-type: none"> Authorship on a report with public readership or local/regional distribution. 	<ul style="list-style-type: none"> Authorship of a report with national/international distribution.

6. Patents - Significance is assessed by the scope of the patent, likelihood for national or international impact, role as a team member (principal inventor and co-inventor can carry similar weight with justification by the candidate) and the status of the application (along the spectrum from disclosure of intellectual property to issuance of a patent).

Meet Expectation	Exceed Expectation	Exemplary
Not applicable	<ul style="list-style-type: none"> Inventor or co-inventor of a disclosed technology or issued patent. 	<ul style="list-style-type: none"> Inventor or co-inventor of a licensed patent or a patent that has led to an extramurally funded project or commercial product.

B. RESEARCH (PRESENTATIONS)

1. Platform Presentations - Platform presentations deliver new findings to an audience of peers, usually after abstract submission. Criteria for assigning level of achievement relate to scope of the audience (i.e., regional, national, or international).

Meet Expectation	Exceed Expectation	Exemplary
<ul style="list-style-type: none"> Collaborative-author on an abstract given as a platform presentation at a local or regional meeting. 	<ul style="list-style-type: none"> Primary or senior author of an abstract given as a platform presentation at a local or regional meeting. Collaborative-author of an abstract given as a platform presentation for national/international audience. 	<ul style="list-style-type: none"> Primary or senior author of an abstract given as a platform presentation for national/international audience.

2. Poster Presentations - Criteria for assigning level of achievement include scope of the audience (i.e., regional, national, or international) and nature of the presentation (invited vs. self-submission of abstract).

Meet Expectation	Exceed Expectation	Exemplary
<ul style="list-style-type: none"> Collaborative-author on an abstract given as a poster presentation at a local or regional meeting. 	<ul style="list-style-type: none"> Primary or senior author of an abstract given as a poster presentation at a local or regional meeting. Collaborative-author of an abstract given as a platform presentation for national/international audience. 	<ul style="list-style-type: none"> Primary or senior author of an abstract given as a poster presentation for national/international audience.

C. RESEARCH (PROGRAM FUNDING)

1. Extramurally Funded Grants and Contracts – Service as a principal investigator (PI), co-principal investigator (Co-PI), co-investigator (Co-I), collaborator, or consultant indicates scholarly contributions to a project (generally listed in decreasing order of distinction). The roles of PI or Co-PI carry the greatest scholarly impact. A major factor in determining scholarly impact is the scope of the funding entity (federal department, nationally recognized foundation, global corporation, state agency, etc.). However, certain disciplines rely on state or local funding sources to target the appropriate audiences in their outreach efforts. Appropriate targets of extramural funding for faculty in DCS are veterinary foundations such as Morris Animal Foundation, Grayson Jockey Club, Winn Feline Foundation, etc.

Meet Expectation	Exceed Expectation	Exemplary
<ul style="list-style-type: none"> Participation in extramurally-funded projects. Effort of submission in non-funded extramurally-funded projects as PI, Co-PI, or Co-I 	<ul style="list-style-type: none"> Co-investigator, collaborator, or consultant on an extramurally-funded project. 	<ul style="list-style-type: none"> PI or Co-PI on an extramurally-funded project.

2. Intramurally Funded Grants and Contracts – Intramural support is defined as a source of funding that is awarded from within Auburn University (e.g., Animal Health and Disease Research, the Alabama Agricultural Experiment Station, the Scott-Ritchey Research Center, Interdisciplinary Grants Program, Breeden Awards, etc.). Roles on projects are the same as those described above under Extramural Grants and Contracts. Intramural funding for a project that precedes an extramurally funded project is evidence of scholarship with exemplary achievement.

Meet Expectation	Exceed Expectation	Exemplary
<ul style="list-style-type: none"> Co-investigator, collaborator, or consultant on an intramural project. 	<ul style="list-style-type: none"> PI or Co-PI on an intramural project. 	<ul style="list-style-type: none"> PI or Co-PI on an intramural project that leads to extramural funding or peer-reviewed publication.

III. SERVICE

A. Professional Service - Selection to serve in professional leadership roles is an indication of achieving a level of “Exceed Expectation” or “Exemplary”. Criteria include the scope of the professional body (local, regional, national, or international), the nature of the leadership role (e.g., president program chair, or committee member) and selection method (e.g., volunteer, appointment or election).

Meet Expectation	Exceed Expectation	Exemplary
Not applicable	<ul style="list-style-type: none"> Officer of a local or regional meeting (as a volunteer approved or elected by a larger body). Service on committee of national/international organization committee. Service on Committee of Specialty College 	<ul style="list-style-type: none"> Service as an elected officer in a national or international organization. Chair of national/international Specialty College committee

B. Committee Service – Department, College, University

Meet Expectation	Exceed Expectation	Exemplary
<ul style="list-style-type: none"> Member on DCS and College committees 	<ul style="list-style-type: none"> Chair of DCS committees Chair of College committee Member of University committee 	<ul style="list-style-type: none"> Chair of University committee

C. Journal Reviewer - Selection to serve on an editorial board of a journal or to serve as an *ad hoc* reviewer is evidence of professional recognition. Determinants of impact include number of reviews, extent of journal circulation (national or international) and the stature of the journal relative to the candidate’s professional interests.

Meet Expectation	Exceed Expectation	Exemplary
<ul style="list-style-type: none"> <i>Ad hoc</i> reviewer of manuscripts in a professional journal with national/international circulation. 	<ul style="list-style-type: none"> Service as associate editor or editorial board member for a national/international professional journal. 	<ul style="list-style-type: none"> Service as editor for a national/international professional journal.

D. Grant Reviewer - Selection to serve on a grant review panel is evidence of professional recognition within the scope of the granting institution. Thus, national or international panels acknowledge scholarship with “Exceed Expectation” or with “Exemplary”, while local or regional panels acknowledge scholarship at the level of “Exceed Expectation”. Impact can be assessed by the stature of the funding agency.

Meet Expectation	Exceed Expectation	Exemplary
Not applicable	<ul style="list-style-type: none"> Reviewer for funding opportunities coordinated within Auburn University or the State. Ad hoc member of a review panel for national/international funding opportunities. 	<ul style="list-style-type: none"> Full member of a review panel (e.g., study section member or scientific panel) for funding opportunities at the national or international level. Grant review committee member for national specialty college

IV. OUTREACH

A. Invited Lecturers - The impact of invited lectures is largely determined by the venue (e.g., a peer institution, a technical school, continuing education conference, etc.). Lectures that reflect unique expertise in a topic are considered to be most significant.

Meet Expectation	Exceed Expectation	Exemplary
Not applicable	<ul style="list-style-type: none"> An invited lecture delivered to another department or peer institution based on unique expertise in a field. An invited outreach lecture to the public on a general interest topic at the state, regional, or national level. 	<ul style="list-style-type: none"> An invited lecture delivered at a peer institution or national/international meeting as a part of a special lecture series or conference focusing on the presenter’s area of expertise.

B. Locum – Completion of locum at other specialty hospital, whether private or university, provides a service to the pet-owning public and veterinarians.

Meet Expectation	Exceed Expectation	Exemplary
Not applicable	<ul style="list-style-type: none"> Completion of a locum of at least 1 week duration. 	Not applicable

V. CLINICAL ACTIVITIES

A. Clinical and Diagnostic Reports - A clinical or diagnostic report is a confidential document that exerts an impact on a clinician’s management of a patient.

Meet Expectation	Exceed Expectation	Exemplary
<ul style="list-style-type: none"> Timely, accurate, and responsive clinical and/or diagnostic reporting. 	<ul style="list-style-type: none"> Incorporation of state-of-the-art research technology into a clinical or diagnostic service. 	<ul style="list-style-type: none"> Service as a clinical or diagnostic specialist on a peer-reviewed publication of a case report that reflects the highest national/international standards in diagnostics, interpretation, and advancement of the field.

B. Extramural Consultations – Recognition of the time and effort of DCS faculty in providing advice on case management or diagnosis for veterinarians outside the teaching hospitals.

Meet Expectation	Exceed Expectation	Exemplary
<ul style="list-style-type: none"> Timely, accurate, and responsive provision of consults. 	<ul style="list-style-type: none"> Request for additional consultations in recognized specialty. 	<ul style="list-style-type: none"> Evidence of excellent performance, e.g., letters from rDVM

VI. RECOGNITION OF EXPERTISE

A. Competitive Awards and Honors - The significance of competitive awards and honors is assessed through the prestige of the award (indicated by the stringency of the selection process, level of competition, etc.), extent of recognition (regional, national, international), and placement (first place, second place, honorable mention, etc.).

Meet Expectation	Exceed Expectation	Exemplary
Not applicable	<ul style="list-style-type: none"> Recipient of a college, university, or regional award. Finalist for a national or international award. Recurring nominee/finalist for a college award. 	<ul style="list-style-type: none"> Recipient of a national or international award (e.g., Zoetis Distinguished Teaching Award, Student Chapter of American Veterinary Medical Association [SCAVMA] Teacher of the Year Award, or Western Veterinary Conference Equine Continuing Educator of the Year).

B. Specialty Board Certification – Specialty board certification or equivalent in the area the faculty is employed is a requirement for promotion. The time and effort of professional improvement e.g., additional specialty board certification or certificate of professional training, is recognized.

Meet Expectation	Exceed Expectation	Exemplary
<ul style="list-style-type: none"> • Certification in the specialty in which the faculty is employed. 	<ul style="list-style-type: none"> • Certificates like Acupuncture, Spinal Manipulation Therapy (Chiropractice), or Rehabilitation • Achievement of further qualification within your specialty college, e.g., ACVS Surgical Oncology Fellow, ACVIM Neurosurgery certificate, etc. 	<ul style="list-style-type: none"> • Board certification in a second clinical or diagnostic specialty organization.

PART IIIB. EVALUATION GUIDE

I. CONTENT of EVALUATION CRITERIA

Category: I. Research

- Subcategory: A. Research (Publications)
 - Subcategory Item: 1. Refereed Journal Articles
 - 2. Book Chapter and Books
 - 3. Abstracts
 - 4. Web and Electronic Resources
 - 5. Advisory Reports
 - 6. Patents
- B. Research (Presentations)
 - Subcategory Item: 1. Platform Presentations
 - 2. Poster Presentations
- C. Research (Program Funding)
 - Subcategory Item: 1. Extramural Funded Grant and Contracts
 - 2. Extramural Funded Grant and Contracts

Category: II. Teaching

- Subcategory: A. Didactic Teaching
- B. Clinical Teaching
- C. Graduate Student Teaching
- D. House Officer Teaching
- E. Veterinary Student Mentorship
- F. Teaching Scholarship

Category: III. Service

- Subcategory: A. Professional Service
- B. Committee Service – Department, College, University
- C. Journal Reviewer
- D. Grant Reviewer

Category: IV. Outreach

- Subcategory: A. Invited Lectures

Category: V. Clinical Activities

- Subcategory: A. Clinical and Diagnostic Reports
- B. Extramural Consultations

Category: VI. Peer Recognition of Expertise

- Subcategory: A. Competitive Award and Honors
- B. Specialty Board Certification

II. REQUIREMENT for PROMOTION

Tenure-Track faculty:

Assistant Professor to Associate Professor:

Minimum requirement: Need to meet requirement of expected where available in all categories, “Teaching, Research, Outreach, Service, Clinical Activities, Peer Recognition of Expertise”.

Meet Expectation: If there is more than one item under subcategory, achieving 50% of the listed bullet points is required to meet this criteria. For example, for I-C, Graduate Student Teaching, a faculty who fulfills Mentoring of graduate student, intern, or resident seminars but does not fulfill “Membership on a graduate committee for a MS or PhD degree, if graduate degrees are offered in the faculty member’s area

of expertise” and “Mentoring of graduate student research projects” would not meet the criteria to earn “Meet Expectation” for domain 1-C.

Exceed Expectation: If there is more than one item under subcategory, achieving 50% of the listed bullet points is required to meet this criteria.

Exemplary: Achieving 50% of the listed bullet points is required to meet this criteria if there is more than one item under subcategory.

Associate Professor to Professor:

Minimum requirement: Achievement of “Exceed Expectation” in at least three of the major categories, “Teaching, Research, Outreach, Service, Clinical Activities, Peer Recognition of Expertise”.

Exceed Expectation: If there is more than one item under subcategory, achieving 50% of the listed bullet points is required to meet this criteria.

Exemplary: If there is more than one item under subcategory, achieving 50% of the listed bullet points is required to meet this criteria.

Clinical-Title Series faculty:

Clinical Lecturer to Clinical Assistant Professor: Achieving a minimum of “Meet Expectation” in the listed categories according to the faculty’s FTE.

Clinical Assistant Professor to Clinical Associate Professor: Achieving a minimum of “Meet Expectation” in all categories. Obtaining specialty board certification or equivalent is a requirement for promotion.

Clinical Associate Professor to Clinical Professor: Achieving a minimum of “Exceed Expectation” or “Exemplary” in the listed categories for FTE efforts of $\geq 15\%$ and “Meet Expectation” in all other categories.