GUIDELINES FOR FACULTY EVALUATION

College of Veterinary Medicine & Biomedical Sciences
Texas A&M University

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INTRODUCTION

Attainment of the University and College goals of excellence and national prominence requires the recruitment, development, and retention of an outstanding faculty. Evaluation guidelines and reward structures for faculty members to support these goals are essential. This document is designed to provide a means to promote and thus retain faculty members whose excellence makes them beneficial members of the academy, while providing them with stability of employment.

The goals and objectives of the University, College, departments, and individual faculty members are dynamic. Thus, it is neither desirable nor feasible to specify a universally applicable set of detailed or temporally bounded evaluative criteria. It is, however, both desirable and feasible to establish a general set of evaluation guidelines and criteria congruent with the long-range goals and objectives of the College.

Employment in an academic institution assumes a unique approach to professional life. This includes a commitment to excellence in a chosen field, a thirst for new knowledge, a desire to be scholarly and creative, and a commitment to organizational goals and mandates within the University and among a broader national and international community of scholars. Professional integrity and concern for the common good are hallmarks of the academician/professorate.

Each faculty member is expected to develop a scholarly and balanced approach to his or her specialty. Duty assignments will be made with full recognition of the legitimate requirements of the agencies and other administrative units that may share in salary compensation. For those with academic responsibilities requiring year-round duty assignments, twelve-month appointments are expected. For others, nine-month appointments may be appropriate.

Policies at Texas A&M University (TAMU) are governed by Texas A&M University System (TAMUS) Policies, TAMUS Regulations, and TAMU Rules, all of which comprise the System Policy Administrative Manual. Among TAMU Rules, the TAMU statement on Academic Freedom, Responsibility, Tenure, and Promotion (12.01.99.M2) is the most important for faculty evaluation. These documents are interpreted on a regular basis by the Dean of Faculties and by the Provost. The sections that follow are devoted to discussing general guidelines for career development, tenure and/or promotion, and merit compensation decisions for tenure-track and non-tenure-track faculty members in the College of Veterinary Medicine & Biomedical Sciences (CVM).

FACULTY TRACKS AND RANKS

The nature of a faculty member’s contribution is expected to vary as a function of skills, interests, assigned responsibilities, and stage of career development. This document does not seek to specify a single formula for faculty contribution. However, it is possible to describe model patterns of emphasis that are most likely to lead to career development and to favorable College evaluations.

Non-tenure track faculty appointments include the [Adjective] Professorial ranks and the Lecturer track. Within the [Adjective] Professorial track, there are the Professional Track, which includes adjectival designations such as “Clinical,” “Instructional,” and the Research Track, which includes the adjectival designation “Research.”
I. Tenure Track

“Tenure” means the entitlement of a faculty member to continue in his or her academic position unless dismissed for cause. A specific system of faculty tenure undergirds the integrity of each academic institution; it is awarded to individuals in recognition of their demonstrated capabilities, and reflects continued worth to the College in anticipated intellectual development and performance. The awarding of tenure is a means to certain ends. Specifically, it allows the tenured individual freedom of teaching and scholarship, along with a sufficient degree of economic security to make academia attractive to men and women of ability. As Clawson wrote:

> The fundamental rationale for the tenure system has been to promote the long-term development of new ideas and to challenge students’ thinking ... Tenure is needed to provide faculty the freedom to pursue long-term risky research agendas and to challenge conventional wisdom.¹

Tenure is granted only after a rigorous review of an individual’s academic citizenship, teaching, and scholarship. This document outlines the process by which the tenure-track individual attains tenure at the CVM at TAMU, along with the requirements and benchmarks by which the individual will be judged for tenure and subsequent promotions.

II. Non-Tenure Tracks

Departments may make non-tenure track faculty appointments when programmatic needs can best be met by appointing persons whose academic responsibilities would make appointments to the Tenure Track inappropriate. The faculty of the College recognizes the vital contributions all faculty members make to the mission of the CVM and the Veterinary Medical Teaching Hospital (VMTH), and is committed to a full partnership to the extent that University policies permit. This partnership includes mechanisms for promotion, career advancement, and job stability. Decisions on promotion of non-tenure track faculty members must take into account their unique job descriptions and allow for evaluation and recognition of their contributions to the College and profession.

A. Professional Tracks

The Professional Track is offered to accommodate the diverse contributions of the College faculty. This track includes those individuals who hold appointments in the

- Clinical Track,
- Instructional Track or
- Other adjectival tracks (excluding Research Track)

In this document, these will be collectively referred to as “Professional Track.”

B. Research Track

Research Track faculty title will primarily be expected to make significant contributions to scholarly research or creative work and to contribute to teaching. These faculty members have no obligation to teach regular courses and should not have significant, reoccurring classroom teaching assignments.

Evaluation of Research Track faculty members is normally the responsibility of the faculty supervisor, and not the Department Head. University guidelines for appointment, reappointment, and promotion of Research

Track faculty members are provided in a document, “Research Professor Hiring Guidelines” from the Dean of Faculties. However, the promotion procedures outlined in these CVM guidelines will apply to faculty members seeking promotion in the Research Track.

C. **Senior Lecturer and Lecturer.**

Senior Lecturer and Lecturer are non-tenure track appointments for faculty members whose primary responsibility is teaching and who are not required to consistently make significant contributions in scholarship or academic citizenship. The promotion procedures outlined in this document will also apply to faculty members seeking promotion in the Lecturer Track.

III. **Transfer between Tenure and Non-Tenure Tracks**

Individuals who received an initial tenure-track appointment may apply for an open, advertised non-tenure track position should the latter be available. Faculty members initially appointed to non-tenure track positions may similarly apply for open tenure-track positions. Such applications will be evaluated by the same processes as any other applicant for such a position. If a non-tenure track faculty member is subsequently appointed to a tenure-track position, his or her probationary period will start at the time consistent with University regulations for tenure-track appointments.

Faculty members may also be hired by a department into a non-tenure track with the expectation of moving into the tenure track by title change. In such cases, the conditions of hire and expectations for title change are stipulated by the Department Head in the letter of hire. The change of title from non-tenure track to tenure-track is initiated by the Department Head and requires a review and formal recommendation by the departmental Promotion and Tenure Committee, followed by approval by the CVM Dean and the Dean of Faculties.

**FACULTY EVALUATIONS**

Judgment as to a faculty member’s full worth and value requires broad consideration of the individual’s contributions. Considerations regarding tenure, promotion, and financial reward for faculty members must be made on the basis of merit and overall value added by the individual to the enterprise of the academy. Consistent with TAMU policy, it should be emphasized that excellence and the potential for continued excellence in performance are of primary importance.

Decisions as to tenure, promotion, and merit compensation will be based upon:

1. **academic citizenship,**
2. **teaching,** and
3. **scholarship,**

as defined in this document, particularly in, but not necessarily limited to, one’s own discipline. Faculty members will be evaluated on accomplishments according to their appointment.

I. **Academic Citizenship**

Academic Citizenship is defined as a measure of one’s commitment and ability to work effectively and cooperatively with others in achieving the missions and mandates of the department, College, University, and profession through service. The two dimensions of Academic Citizenship are (1) collegiality and (2) academic and professional service.
A. Collegiality

Support of the missions of the department, College, University, and of their professional programs is important in the practice of good academic citizenship. Personal qualities such as integrity, leadership, objectivity, candor, fairness, accountability, and willingness to cooperate are vital. Faculty members must seek to maintain open communications with diverse colleagues and administrators, and must work toward solutions of shared problems. The College considers the matter of collegiality so essential that, in the absence of collegiality and good academic citizenship, other evidences of academic excellence will not suffice to offset this deficiency in the pursuit of tenure and/or promotion. There should be no effort by the College to discourage debate or disagreement on policies; rather, it is vital to foster and maintain an environment conducive to vigorous debate and inquiry. Faculty disagreement with colleagues and administrators is not to be taken as evidence of lack of collegiality but should proceed in a manner consistent with civil debate, avoiding personal attacks and promoting resolution of differences.

Evidence of collegiality may include but is not limited to:

- recognizing and responding to the needs of colleagues and/or the department, and assisting in times of sickness or other circumstances in which there may be special needs.
- actively and effectively striving to achieve departmental and College goals and mandates
- engaging in activities that foster national and international collaboration.
- engaging in activities that benefit others apart from oneself (Examples include accepting reasonable amounts of committee work commensurate with one’s academic rank, engaging in or initiating activities that benefit others, and making reasonable adjustments that accommodate others or enhance the greater good of the group.).
- engaging in the creation of a University culture requiring appropriate attention to safety and compliance.
- voicing dissenting views in a manner and setting that tend to lead toward resolution; balancing skepticism and opposition with willingness to compromise and to work toward satisfactory solutions; the individual avoids engaging in personal attacks as a means of dealing with colleagues.
- making personal contributions to the public mission of the University to forward its programs for the public good.
- engaging in activities that foster diversity and interaction among students and colleagues from different cultures, beliefs, and backgrounds.

B. Academic and Professional Service

The CVM must effectively serve a number of constituencies to achieve state, national, and international prominence; a variety of service roles can contribute to attainment of that goal. Additionally, the contribution a faculty member may make by serving on key committees is essential to the day-to-day functioning and progress of the College, the University, and the profession of veterinary medicine. The amount and nature of the faculty member’s service contributions are likely to differ as a function of the individual’s skills, interests, and stage of career development; however, all faculty members are expected to participate in some service activities as a responsibility of their academic citizenship.

Evidence of effectiveness in academic service activities may include but is not limited to:

- actively serving on departmental, College, and University committees and task forces.
- recruitment and/or mentoring students of diverse cultures, beliefs and backgrounds.
- actively serving as a committee member in local, state, and national professional organizations.
- contributing to external developmental efforts.
• promoting national and/or international experiences for students.
• serving as an advisor to student organizations.
• serving in administrative roles within the department or College.
• consulting with industry and client groups.
• actively participating in K-12 outreach and research especially at the local, state, or national level.
• actively participating in productivity measures by College/department.
• actively participating in publications describing the effectiveness of community-based projects.
• actively participating in partnerships initiated with corporate/community organizations, including funded research, training programs, and development of coursework.
• serving on a mentoring committee for junior faculty

Evidence of excellence in academic service may include but is not limited to:

• serving as an officer, committee chairman, or board member in a national or international professional organization in one’s discipline.
• serving as an effective chair of a committee within the department, College, or University.
• serving as an effective member of one of the College’s important and time-consuming committees, such as Selections, Curriculum, or Tenure and Promotion committees.
• effective and significant service on state, national or international commissions, task forces, committees, or boards.
• attraction of significant external development support.
• significant community or national service in an organization with programmatic importance to the veterinary profession or biomedical sciences.
• consultation with national or international government offices or programs.
• significant and effective mentorship of house officers, graduate students, and young faculty members.
• selection for University, College, or professional association outstanding mentoring awards.
• service as an editor of a major journal.
• service on the board of editors for major journal(s).
• service as a grant/contract reviewer for research organizations, institutions or foundations (e.g., NIH, NSF, USDA).

II. Teaching

The University and College emphasize effective teaching in all faculty evaluations, with the exception of faculty members in the Research Track. In the CVM, teaching occurs in a wide variety of settings such as lecture halls, conference rooms, laboratories (both student labs and research labs), hospitals, and numerous off-campus venues. Teaching takes place literally 24 hours a day. For example, faculty members in the Veterinary Medical Teaching Hospital care for patients constantly, and many research projects call for data collection and mentoring graduate students at all hours of the day and night, as well as on weekends and holidays. Our students include undergraduates, professional (DVM) students, graduate students, interns, residents, and post-doctoral students. Thus, teaching is central to our mission, and effective teaching is required of all members of the CVM faculty, other than those in the Research Track. All faculty members are expected to contribute in the area of instruction and student development, to continuously strive to improve their teaching effectiveness, and to contribute to the development of the College’s instructional programs. Accomplishment in teaching is an important consideration in decisions on merit compensation, tenure, and promotion.
Evidence of *effectiveness* in teaching may include but is not limited to:

- positive evaluations in exit interviews with graduating students.
- positive evaluations in feedback evaluations from employers of former students.
- positive evaluations in results of postgraduate questionnaires to evaluate knowledge and preparation through the curriculum.
- teaching in a course within one’s discipline that involves students from two or more colleges.
- evidence of rigorous and equitable grading.
- development of assessment tools to measure student learning outcomes.
- coordination of multi-disciplinary courses.
- development of new course(s), Honors courses, or major revisions of existing courses.
- teaching in interdepartmental and/or interdisciplinary program courses.
- teaching in freshman seminar courses with UGST (Undergraduate Studies) prefix.
- serving as a member of thesis/dissertation committees.
- direction of independent student research.
- promotion of mentoring of colleagues in teaching methodologies and teaching quality.
- introduction of outcomes assessments for course or program evaluation in the veterinary or graduate curriculum.
- mentoring and training residents who pass certifying examinations.
- completion of programs/workshops resulting in improved teaching methods.
- significant self-development activities leading to enhanced instructional effectiveness.
- introduction of current and emerging instructional methodologies and technologies to the professional, undergraduate, and graduate curricula of the CVM.
- development of innovative pedagogical materials, strategies for active learning, peer-to-peer learning, and collaborative approaches in teaching into the curriculum at the CVM.
- development of pedagogical approaches to enhance student engagement and to optimize student learning outcomes.
- introduction of practices to evaluate the engagement of students in a critical analysis of course material, or which evaluate their involvement in research or scholarly activity.
- promotion of the engagement of members of the teaching community in the collaborative, scholarly examination of their practice as teachers.
- assistance in development of a campus and veterinary school-wide culture of evidence-based approaches to evaluation and improvement of academic programs.

Evidence of *excellence* in teaching may include but is not limited to:

- outstanding evaluations based on classroom visitation by department heads, peers, or external evaluators.
- outstanding evaluations of teaching performance by students.
- selection for University, College, or professional association outstanding teacher awards.
- participation in development of questions for NAVLE or specialty board examination.
- contribution to new instructional program development.
- serving as a chair of Master’s thesis and Doctoral dissertation committees.
- publications with authorship by trainees (undergraduate, graduate, professional, or post-doctoral).
- evidence of successful career paths of former graduate students and post-doctoral fellows.
- obtaining external grant support for classroom and laboratory teaching or course development.
III. Scholarship

The College expects that all faculty members will demonstrate a significant level of scholarship, particularly those presenting as candidates for tenure and/or promotion. Scholarship is broadly defined; however, to be most effective, faculty members should have broad-based knowledge as well as focused, discipline-based expertise.

**Scholarship Defined.** Scholarship is defined as creative intellectual work that is validated by peers and communicated.\(^2\) Citing Shulman, Glassick\(^3\) states that to be scholarship, the work must meet these criteria:

- The work must be made public.
- The work must be available for peer review and critique according to accepted standards.
- The work must be able to be reproduced and built on by other scholars.

It encompasses or includes the following four categories, adapted from Boyer\(^4\):

- **scholarship of discovery**, or the creation of new knowledge;
- **scholarship of integration**, whereby the relationships among isolated facts are compiled, elucidated, and given perspective;
- **scholarship of application**, which includes the practice of one’s art, science, or discipline and the development of technology and methods to improve diagnosis and/or therapy;
- **scholarship of teaching**, which is distinct from effective or excellent teaching.

For CVM purposes, the scholarship of application is defined as the scholarship of applied medical sciences.

A. The Scholarship of Discovery

High-quality research and publication are fundamental to attaining the goals of academic excellence and national prominence. Faculty contributions to the body of knowledge are critical to our academic reputation for excellence.

Original research should normally be considered as evidence only after acceptance for publication. A given achievement should not be counted as an accomplishment justifying advancement of a faculty member if it has been employed in earlier justifications, except in the obvious sense of counting as part of a cumulative record. One permissible exception to this general rule is the occasional instance in which a scholarly or creative work increases considerably in stature and importance after its initial publication. In such instances, the increase in stature must be shown through such evidence as reviews and significant citations.

Individual contributions as well as collaborative, interdisciplinary, and multidisciplinary research and publication are all valued; however, individuals are encouraged to develop a balanced publication record. External funding of research will be an indicator of excellence when such research contributes to the body of knowledge and/or to student development and not as an end in itself.

\(^2\) Weiser, C.J. *The Value System of a University - Rethinking Scholarship, and Oregon State University Promotion and Tenure Guidelines*. Office of the Provost, Oregon State University, Corvallis, OR 1995.


Accomplishment in research and publication is an important component in decisions on merit compensation, tenure, and promotion. Evidence of *effectiveness* in the scholarship of discovery may include but is not limited to:

- active participation in a University landmark area of research or CVM Signature Program.
- active participation in research within a University-recognized center or institute (can be a TAMUS component center or institute if the University is a recognized partner) that is either interdisciplinary or multidisciplinary.
- publication of technical reports or monographs.
- presentation of papers at professional meetings.
- publication of papers in proceedings of regional professional meetings.
- service as an ad hoc reviewer for major refereed journals.
- clear contribution to the research of others.
- direction of independent student research.
- publication of case reports in refereed journals.

Evidence of *excellence* in the scholarship of discovery may include but is not limited to:

- recognition from peers in the field, e.g., fellowships, research awards, publication awards, invitations to present keynote or plenary addresses at national or international meetings.
- publications in the leading refereed journals of appropriate disciplines.
- favorable citation index listing of research publications.
- significant competitive external funding for research.
- effective contribution to an interdisciplinary or multidisciplinary project that has garnered significant national attention (as demonstrated by funding, publications, or other special national recognition) in which investigators from multiple TAMU colleges or outside universities are involved.
- key participation in forming collaborative arrangements with industry.
- publication of critically acclaimed book(s).
- significant intellectual publication in patents and royalty/licensing agreements.
- service as an editor of a major journal.
- service on the board of editors for major journal(s).
- service as a grant/contract reviewer for research organizations, institutions or foundations (e.g., NIH, NSF, USDA).

**B. Scholarship of Integration**

The CVM serves diverse constituencies within the University as well as locally, within Texas, nationally, and internationally. The goals of and the constituencies served by efforts in the scholarship of teaching, discovery, and clinical application are characterized elsewhere. Less intuitively definable, but no less crucial to the visible role and image of our College, are the goals and audiences of the scholarship of integration.

The goal of the scholarship of integration is to consider new knowledge within the context of, or in contrast to, extant concepts (so-called “current wisdom”) and to interpret, clarify, explain, and place it in new or alternative perspectives to enhance its appreciation and fruitful application by potential users and beneficiaries. Therefore, the scholarship of integration is closely related to and dependent upon that of discovery, application, and teaching, yet transcends them individually and in their various combinations. The scholarship of integration is characterized by the synthesis and communication of novel perspectives and understandings of the relevance of current and emerging knowledge and technology.
The target publics or audiences of the scholarship of integration vary widely and are expectedly more diverse and eclectic than those of the other categories of scholarship. They may include, but are not limited to: veterinary practitioners; research scientists; teachers; specialists in clinical and non-clinical disciplines; students in the various medical and related fields; affiliated health-care workers; patrons and agencies which provide grants to support research, teaching, and clinical institutions and projects; and various broadly or narrowly defined subsets of the patient or client pool.

Scholars whose primary efforts are those of discovery, teaching, or clinical application may find challenge and increased productivity through a variety of scholarly integrative activities.

Evidence of effectiveness in the scholarship of integration may include but is not limited to:

- authorship of review articles.
- service on editorial and manuscript review boards of scholarly, refereed journals.
- preparation and presentation of professional continuing education programs.
- preparation and presentation of public information and service programs with the goal of increasing public awareness of medicine-, public health-, animal disease-, or other health-related topics.

Evidence of excellence in the scholarship of integration may include but is not limited to:

- coordination of or participation in interdisciplinary or multidisciplinary investigations and projects, including a variety of international programs.
- authorship of a textbook or major textbook chapters.
- authorship of invited review articles.
- editorship or associate editorship of scholarly, refereed journals or bulletins.
- recognition, acceptance, adoption, and application of the scholar’s integrative contributions by others, e.g., use or review of electronic media by other institutions or scholars.
- evidence of leadership of or contributions to successful team efforts at the interface with multiple medical or other academic disciplines.
- originality and significance of accomplishments in synthesis and communication of new understanding of, perspectives on, and uses of information.

C. The Scholarship of Applied Medical Sciences

The responsibility of promoting animal health, public health, and food safety gives the CVM a unique and visible role relative to other colleges within TAMU. There may be no other area within the College that offers such diverse and far-reaching public relations opportunities for the University and for the profession of veterinary medicine as does excellent and compassionate patient care. The term “applied medical sciences” is here defined to mean all professional activities related to the diagnosis, treatment, and prevention of animal disease. This includes direct management of the patient but also management of materials collected from patients, i.e., those activities commonly carried out by such professionals as diagnostic pathologists, microbiologists, radiologists, and parasitologists. The professional who renders patient care serves as a role model for students entering veterinary medicine; therefore, patient care is closely entwined with teaching but may be measured by different parameters.

Accomplishment in applied medical sciences is an important consideration in decisions on merit compensation, tenure, and promotion.
Evidence of *effectiveness* in the scholarship of applied medical sciences may include but is not limited to:

- board certification in a specialty college related to the individual’s professional role.
- an ability to receive and manage an appropriate number of cases to balance the needs of teaching students with the referral needs of veterinarians within the State of Texas.
- evidence of satisfactory performance in veterinary patient management or diagnostic support services, (This may be documented by letters from clinical colleagues, house officers or graduate students, student evaluation, and by evidence of client satisfaction.)
- an ability to communicate information about a patient effectively and in a timely fashion to animal owners and referring veterinarians.

Evidence of *excellence* in the scholarship of applied medical sciences may include but is not limited to:

- recognition within the state, region, and nation as an authority in a particular diagnostic or therapeutic area related to veterinary medicine, (Such recognition is likely to be reflected by requests for consultation by colleagues, presentations at national specialty group meetings, and peer group recognition.)
- requests by individuals from other institutions to train with the individual.
- evidence of excellent performance in veterinary patient management or diagnostic support services (This may be documented by letters from clinical colleagues, house officers, or graduate students, by student evaluation, and by evidence of client satisfaction.).
- development of new techniques, strategies, or modes for the prevention, diagnosis, and management of disease.
- application of new techniques, strategies, or modes for the prevention, diagnosis, and management of disease.
- self-development and organizational activities leading to significantly enhanced efficiency and productivity within a clinical or diagnostic service.

D. The Scholarship of Teaching

The importance of high-quality teaching is explicitly recognized in the College goals of excellence and national prominence. In addition to the demonstration of effectiveness or excellence in teaching as described in Section II above, faculty members may elect to pursue the scholarship of teaching as his/her area of scholarly achievement. Scholarship of teaching may involve research to assess existing or new pedagogical methodologies or the creation and sharing of new pedagogical methodologies or materials.

Faculty engage in educational scholarship by both *drawing upon* resources and best practices in the field and by *contributing resources* to it. Documentation begins by demonstrating that an educational activity product is publicly available to the education community in a form that others can build on. The product may be available at the local level—in the department, medical school, or university—or at the regional, national, or international level. Once a product is public and in a form that others build on, peers can assess its value to the community applying accepted criteria.5

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Evidence of *effectiveness* in the scholarship of teaching may include but is not limited to:

- sharing of knowledge about teaching within departmental or College-wide faculty groups.
- introduction of innovative pedagogical methodologies that are adopted by other faculty members within the College.
- introduction of outcomes assessments for course or program evaluation in the veterinary or graduate curriculum that are disseminated or used at the department or College level.

Evidence of *excellence* in the scholarship of teaching may include but is not limited to:

- external publication of instructional materials, e.g., case scenarios, textbooks, or electronic instructional materials.
- publication in leading peer-reviewed journals about appropriate educational modalities and techniques and their evaluation.
- favorable citation index listing in teaching research publications.
- extra-mural recognition for contributions to the advancement of teaching, such as presentations at national or international conferences, invitations to serve as a consultant, service on editorial boards of prestigious journals in the chosen area of teaching scholarship, and invitations to present keynote or plenary national and international meetings concerning education.
- faculty appointment in non-CVM departments that have a strong program in the chosen area of teaching scholarship.
- recognition from peers in the field, e.g., fellowships and awards.
- significant extra-mural funding for research on issues of importance in teaching.
- publication of critically-acclaimed chapters, books, or comparable electronic materials about education.
- dissemination of teaching materials at national workshops, with the materials cited by other programs.
- introduction of innovative pedagogical methodologies that are adopted outside the College.
- editorship or associate editorship of a major journal in the chosen area of teaching scholarship.

**PERSONNEL POLICIES**

TAMU Rules and Guidelines relevant to faculty evaluation and promotion are contained in University Rule 12.01.99.M2 (“University Statement on Academic Freedom, Responsibility, Tenure, and Promotion”) and in the “Tenure and Promotion Packages: Submission Guidelines”, issued annually by the Dean of Faculties.

Strengths of the tenure and promotion policies and procedures as presented here lie in the involvement of faculty and other peer groups for counsel and advice. This is a vital part of the process. Tenure and promotion decisions, however, cannot be made solely by majority rule; thus, department heads and the Dean are charged with making independent decisions and recommendations that may differ from faculty recommendations, stating clear reasons for such variances if they exist.

**I. Criteria for Renewal, Tenure and Promotion in the CVM**

Criteria for effectiveness and excellence in academic citizenship, teaching, and scholarship apply to all faculty members. The weighting of the criteria will be based on the faculty member’s appointment and effort of assignment.
A. Criteria by Rank

1. Assistant Professor or [Adjective] Assistant Professor

Depending on the appointment and assignment, primary emphasis should be placed on achieving excellence in teaching and scholarship, with attention to academic citizenship. Section 4.4.3.2 of University Rule 12.01.99.M2 delineates the minimum requirements for promotion to Associate Professor, which apply equally for promotion to Associate Professional Track Professor in the CVM. Individuals employed with the future completion of board certification in a specialty and/or completion of advanced degrees as a stipulation of continued employment will be expected to satisfy these goals prior to promotion to Associate Professor.

2. Associate Professor or [Adjective] Associate Professor

Emphasis for the tenure-track individual should be placed on further development of scholarship within categories recognized by the College, i.e., the scholarship of discovery, integration, teaching and applied medical sciences. For the professional-track individual, emphasis should be placed on further accomplishments in their assigned roles. This personal and professional development is expected to result in recognized leadership and exemplary accomplishments in the individual’s specialty area. For those with major clinical roles, continued clinical excellence is expected, along with the continued development of leadership in a specialty area. Associate professors will be expected to exhibit increased evidence of academic citizenship and collegiality, as well as excellence and effectiveness in their assigned responsibilities and a sustained, consistent record of increasing excellence in the chosen area(s) of scholarship (teaching, discovery, integration, and applied medical sciences). Associate professors aspiring to the rank of Professor must document effectiveness in instruction (and clinical contributions as appropriate). Tenure-track individuals must also demonstrate leadership as a scholar through a strong publication record. The minimum requirements in Section 4.4.3.3 of University Rule 12.01.99.M2 also apply.

3. Professor or [Adjective] Professor

Continued excellence and national recognition are required in at least one of the areas of scholarship: discovery, integration, teaching, and applied medical science. Leadership in the pursuit of excellence and national prominence are required of professors. Such leadership can be manifested in a variety of ways, such as continued major contributions to the body of knowledge; contribution to the development of junior faculty; excellence in applied medical science; evidence of exemplary academic citizenship and collegiality; and excellence in instruction and student development. While there will likely be great heterogeneity in the nature of contributions of professors, sustained excellence in scholarship is expected for the tenured Professor. Merit compensation will be the primary means of recognizing such excellence.

B. Tenure

Academic tenure is granted to those individuals who, as a result of thorough evaluation, are believed capable of earning the rank of Professor in accordance with these guidelines. Personal qualities, professional knowledge and competence, and standards of professional integrity are important factors. The individual must give promise of a continuing high level of productivity and scholarly activity.
The basic, but not the only, questions to be asked when the record of an individual is reviewed prior to the granting of tenure are:

- Does this person have the highest level of competence that can be obtained for the position at hand?
- Is this an individual whose personal qualities, professional knowledge and competence, and standards of professional integrity measure up to the level desired for TAMU?
- Does the individual offer an area of specialization not currently represented on the tenured faculty or provide desired reinforcement in an area of significance? Is the field of specialization germane to the programs of TAMU?

C. Time Perspective

All initial appointments to TAMU faculty positions, except for those faculty members who were granted tenure on arrival, are one-year appointments (unless an exception is requested by the Department Head and approved by the College Dean and the Dean of Faculties). Tenure and promotion evaluations will be based on cumulative contributions and expected continued contributions. Considerable additional contributions should be accumulated following promotion prior to being considered for additional promotion. A record of sustained, consistent excellence is essential. There is no required minimum time in one rank before promotion to the next rank may occur.

- **Tenure Track.** The usual probationary period for tenure is seven years. Expectations will be stipulated in the agreement of employment. Credit may be given for tenure-track experience at another university. Recommendation for tenure will normally be made during the mandatory tenure consideration year, as defined in the “Tenure and Promotion Packages: Submission Guidelines” published annually by the Office of the Dean of Faculties.

Tenure and promotion are linked for persons hired as assistant professors. Thus, a recommendation for early promotion must be coupled with a recommendation for early tenure and vice versa.

Faculty members must be advised of a decision not to award tenure at least one year before the termination of their employment. In rare cases, the probationary period may be extended with the written concurrence of the faculty member involved, the department head, Dean, and the Dean of Faculties.

- **Non-Tenure Track.** Faculty members with non-tenure track appointments will be reviewed annually by their department head or, in the case of Research Track faculty members, by their immediate supervisor.

Professional-track faculty members at the Associate Professor level and Senior Lecturers will have annual appointments for at least the first three years. Professional-track faculty members at the Assistant Professor level and Lecturers will have annual appointments for at least the first five years. Non-tenure track faculty members will always receive 12 months notice if they are not to be reappointed.

Following this initial period, faculty members in these ranks should be considered for multi-year rolling appointments. Research-Track faculty members may receive appointments of no more than three years.

Faculty members in non-tenure tracks will normally be considered for promotion after five years. However, nothing shall prevent a faculty member from seeking promotion at an earlier time. All requests for promotion from eligible candidates must be considered. Each annual faculty-performance evaluation must
address the extent to which their performance is in line with the level of expectation for their current rank, and, if it applies, the extent to which they are making progress towards their next promotion.

Third-Year Review. For both tenure-track and professional-track faculty members, a third-year review following appointment is mandatory. This evaluation will familiarize the faculty member with the tenure and promotion process and ensure that the faculty member understands the expectations of those entities that will ultimately be responsible for the tenure and/or promotion decision. This review should mimic the tenure and promotion review process as closely as possible; a minimal third-year review would include dossier items contributed by the candidate and internal letters of recommendation, and would be reviewed at the department and College levels by appropriate faculty committees as well as the department head and Dean.

II. Annual Review (Annual Department Head-Faculty Member Conference)

Each year department heads are required to meet individually with each faculty member to review that member’s performance and, as appropriate, his or her progress toward tenure and/or promotion.

A faculty member in the Research Track will be required to meet first with the faculty member that is responsible for generating their salary. If necessary, a subsequent meeting with the department head will be arranged.

A. Process for the Annual Review

In accordance with Section 2.5 of University Rule 12.01.99.M2, which describes the process and suggested documentation for annual faculty reviews, department heads will conduct annual reviews with all faculty. Each department will establish policies that outline the process and documentation for annual reviews of departmental faculty.

For professional-track faculty members at the level of [Adjective] Professor, peer evaluations of performance will be incorporated in the annual review or in a review that occurs no less frequently than once every six years, according to departmental policies.

B. Compliance with Safety Standards and Mandated Training

To ensure that basic safety and health issues in the faculty member’s area of responsibility are properly addressed, the faculty member will confirm the following statements during the Annual Review:

- Safety inspections have been completed (include dates and confirmation that concerns raised in the inspection have been fully addressed).
- All laboratory and teaching personnel in the laboratory or classes for which the faculty member is responsible have completed their required safety training for this year.

At the annual review, the department head and faculty member will list the activities to be conducted during the following year that may generate any other anticipated safety concerns in the teaching and research environments.

At the subsequent annual review, the effectiveness and usefulness of the previously-listed safety mitigations will be evaluated, and any necessary modifications will be made if the activity is to be continued the following year.

No faculty member may receive an overall satisfactory rating if he or she has not complied with all University-mandated training programs. In cases where a faculty member has been notified of a mandatory
training requirement near the end of the evaluation period, an additional 30 days shall be given to complete the requirement.

It is important to point out that the CVM environment, by definition, involves a very wide range of animals (patient care, teaching, and research), and thus the risk of injury and exposure to zoonotic diseases is an everyday concern. To ensure that basic safety and health issues in the faculty member's area of responsibility are properly addressed, the faculty member confirms the use of and provides training for support personnel in the use of best practices based on the expectation that all exposures to live animals present varying levels of potential safety and health risks and that all reasonable measures to insure safety are in place.

III. Tenure and Promotion Review

Procedural guidelines and schedules for tenure and promotion review are issued annually by the Dean of Faculties. This document further defines the framework in which evaluations for renewal of contract (non-tenured faculty members), tenure, and promotion are undertaken. Specific documentation required is identified.

A. Departmental Tenure and Promotion Committee

Each department is required to establish a single tenure and promotion committee and policies regarding selection of committee members and chair. The departmental committee is advisory to the department head. University rules regarding recommendations on tenure-track or tenured faculty are:

- Only tenured TAMU faculty members are eligible to vote in cases where tenure is being considered for the candidate, or when the candidate already holds tenure and is seeking promotion.
- To be eligible to vote on tenure or promotion, the voting TAMU faculty member must also hold a rank equal to or above that of the rank being sought by the candidate.

If possible, departmental committees should include professional-track faculty members at the Professor and/or Associate Professor ranks to participate in recommendations on promotion of more junior professional-track faculty members.

B. College Tenure and Promotion Committee

This Committee is charged with reviewing the candidate’s dossier and the tenure and promotion recommendations of the departmental committee and department head and advising the Dean of the College. The College Committee will either concur or not concur with these recommendations and will communicate its decision to the Dean.

Membership. Committee members are drawn from:

- the chairs of each departmental tenure and promotion committee and
- one professional-track representative selected by each department, who is recused from reviews of tenure-track faculty members.

C. Tenure and Promotion Process

Each year, the Dean of Faculties distributes “Tenure and Promotion Packages: Submission Guidelines” that spells out the timeline, documents and process required of each candidate, department and college.
IV. Post-Tenure Review
CVM department heads will conduct post-tenure reviews of faculty in accordance with University Rule 12.06.99.M1, Post-Tenure Review. Accordingly, the college will establish procedures which outline the process, documentation, review, reporting and remediation procedures for post-tenure reviews of departmental faculty. These guidelines will be forthcoming.

V. Merit Compensation
Merit compensation represents an opportunity to reward short-term contributions of excellence in academic citizenship, teaching or scholarship. The basis for this compensation will be the demonstration by the faculty member of an exemplary level of performance during his/her Annual Review.

SUMMARY
Since the nature of scholarly enterprise requires both flexibility and freedom, a single formula for effective performance is undesirable. Thus, this document provides a general set of guidelines with specific examples and model patterns of emphasis as indicators of excellence and effectiveness. Within this general set of guidelines, a variety of contributions to the goals of excellence and national prominence is possible. Indeed, such heterogeneity of contributions to academic citizenship, teaching, and scholarship from faculty members with varied types of interests and job assignments will further the College’s pursuit of excellence.