Guidelines for Faculty Evaluation
Department of Veterinary Large Animal Clinical Sciences
Texas A&M University

Introduction

The purpose of this document is to articulate general guidelines for faculty evaluation that are consistent with the mission and policies of the Department of Veterinary Large Animal Clinical Sciences, College of Veterinary Medicine and Biomedical Sciences and Texas A&M University. The goals and objectives of the University, College, Department, and individual faculty members are dynamic. Thus, it is neither desirable nor feasible to specify a universally applicable set of detailed or temporally unbounded evaluative criteria. It is, however, both desirable and feasible to establish a general set of evaluation guidelines and criteria.

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.

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 Department and College evaluations.

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 Department and 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 in the Department of Veterinary Large Animal Clinical Sciences (VLCS) in the College of Veterinary Medicine and Biomedical Sciences (CVM) at Texas A&M University (TAMU), along with the requirements and benchmarks by which the individual will be judged for tenure and subsequent promotions.

**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 VLCS 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 TAMU 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 VLCS, CVM, TAMU and profession.

Non-tenure track faculty appointments include the [Adjectival] Professorial ranks and the Lecture track. Within the [Adjectival] Professorial track, there are the Professional Tracks, which includes adjectival designations such as “Clinical”, “Instructional”, and the “Research” Track.

Clinical-track faculty members contribute to the teaching and clinical service missions of the VLCS. Clinical-track faculty members are generally full time faculty who are engaged in teaching of veterinary students, interns and residents and are also engaged in clinical service, patient care, and clinical program development including scholarship of integration and applied medical sciences. As such, reappointment and promotion criteria for individuals in clinical–track positions will emphasize excellence in teaching, patient care, and clinical service to clients, with less emphasis on scholarly activities relative to tenure-track faculty.

**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 TAMU regulations for tenure-track appointment.

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 VLCS. Consistent with TAMU rules, it should be emphasized that “excellence and the potential for continued excellence in performance are of primary importance. That is, the quality, significance and impact of accomplishments are of much greater importance than their numbers.”

Decisions as to tenure, promotion and merit compensation will be based upon: (I) institutional citizenship—a measure of one’s commitment and ability to work effectively and cooperatively with others in achieving the missions of the VLCS, CVM, TAMU and profession; (II) teaching; and (III) scholarship and demonstrated academic excellence, particularly in, but not necessarily limited to, one’s own discipline. In addition, compliance with university mandates concerning safety, security, diversity and all other required training modules and courses must be current in order to qualify for a satisfactory evaluation.

I. Institutional Citizenship

A. Collegiality

Personal qualities such as integrity, leadership, objectivity, candor, fairness, accountability and willingness to cooperate are vital. The Department and College considers the matter of collegiality so essential that, in the absence of evidence of collegiality and good institutional citizenship, other evidences of academic excellence will not suffice to offset this deficiency in the pursuit of tenure and promotion.

There should be no effort by the Department or 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 VLCS, and assisting in times of sickness or other circumstances in which there may be special needs.
• Actively and effectively striving to achieve VLCS and CVM 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 TAMU culture requiring appropriate attention to safety and compliance.
• Voicing views in a manner and setting that is respectful of other’s opinions.
• 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 TAMU 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.

Academic and Professional Service

The VLCS 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 VLCS, CVM, TAMU, 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 institutional citizenship.

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

• Serving on VLCS, CVM, and TAMU committees and task forces.
• Recruitment and/or mentoring students of diverse cultures, beliefs and backgrounds.
• 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 VLCS or CVM.
• Consulting with industry and client groups.
• Participating in K-12 outreach and research especially at the local, state, or national level.
• Participating in assessments (measurements) of departmental or unit performance (productivity). Examples could include preparing documentation (e.g., caseload type and number) for comparison to similar programs or units by internal or external reviewers, or contributing to peer evaluations of teaching performance of faculty members.
• Participating in publications based upon community-based projects.
• 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 institutional 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 VLCS, CVM, or TAMU.
• Serving as an effective member of one of the VLCS’s or CVM’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 VLCS, CVM, TAMU, or professional association outstanding mentoring awards.
• Service as an editor, or on the board of editors, for a major journal.
• Service as a grant/contract reviewer for research organizations, institutions or foundations (e.g., NIH, NSF, USDA, Grayson Foundation, Morris Animal Foundation, AQHA, etc.).

II. Teaching

In the VLCS and CVM, teaching occurs in a wide variety of settings such as lecture halls, conference rooms, laboratories, 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, post-doctoral students, graduate veterinarians and lay-
persons from all walks of life who may be clients. Thus, teaching is central to our mission, and
effective teaching is required of all members of the VLCS and 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 VLCS’s and CVM’s instructional programs.
Accomplishment in teaching is an important consideration in decisions on merit compensation,
tenure, and promotion. However, this productivity in the absence of high levels of performance
in other assignments will not be adequate for positive recommendations and action.

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.
- Promoting the 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 VLCS or CVM.
- Development of innovative pedagogical materials, strategies for active learning, peer-to-
  peer learning, and collaborative approaches in teaching that are incorporated into the
  curriculum at the VLCS or 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.
- Promoting 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 the Department Heads, peers, or external evaluators.
• Outstanding evaluations of teaching performance by students.
• Selection for VLCS, CVM, TAMU, or professional association outstanding teacher awards.
• Participation in development of questions for NAVLE or specialty board examinations.
• Contribution to new instructional program development.
• Serving as a chair or co-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.
• Publication of instructional materials.

III. Scholarship

The College expects that all faculty members demonstrate a significant level of scholarship—particularly those presenting as candidates for tenure and 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, Glassick³ 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 Boyer⁴:

- scholarship of teaching, which is distinct from effective or excellent teaching.
- scholarship of discovery, or the creation of new knowledge;
- scholarship of integration, whereby the relationships among isolated facts are compiled, elucidated, and given perspective;

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.
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;

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

A. The Scholarship of Teaching

The importance of high-quality teaching is explicitly recognized in the Department and 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 members 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 VLCS, CVM, or TAMU—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

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

• Sharing of knowledge about teaching within the VLCS- or CVM-wide faculty groups.
• Introduction of innovative pedagogical methodologies that are adopted by other faculty members within the VLCS or CVM.
• Introduction of outcomes assessments for course or program evaluation in the veterinary or graduate curriculum that are disseminated or used at the VLCS or CVM 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 veterinary and graduate 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 papers at 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 CVM.
- Editorship or associate editorship of a major journal in the chosen area of teaching scholarship.

B. 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.

A scholarly or creative work should not be considered as evidence justifying advancement of a faculty member until it has been accepted for publication, nor if it has been employed in an earlier justification for the faculty member's advancement - 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.

Accomplishment in the scholarship of discovery 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:

- Participation in a TAMU landmark area of research or CVM Signature Program.
- Participation in research within a TAMU-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 or on the board of editors for a major journal.
• Service as a grant/contract reviewer for research organizations, institutions or foundations (e.g., NIH, NSF, USDA, Grayson Foundation, AQHA, Morris Animal Foundations, etc).
• Garnering extramurally funded research grants.

C. Scholarship of Integration

The VLCS and CVM serve diverse constituencies within TAMU 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 the VLCS and CVM, 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 textbook(s) or major textbook chapter(s).
- Authorship of invited review article(s).
- Editorship or associate editorship of scholarly, refereed journal(s) or bulletin(s).
- 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.

**D. The Scholarship of Applied Medical Sciences**

The responsibility of promoting animal health, public health, and food safety gives the VLCS and CVM a unique and visible role relative to other colleges within TAMU. There may be no other area within the VLCS or CVM that offers such diverse and far-reaching public relations opportunities for the TAMU 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, including not only direct management of the patient but also management of materials collected from patients (e.g., 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. However, this productivity in the absence of high levels of performance in other assignments will not be adequate for positive recommendations and action.

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.
- Evidence of receiving and managing 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).
- Evidence of communicating information about patients 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 members 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.

**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”; among TAMU Rules, the TAMU statement on Academic Freedom, Responsibility, Tenure and Promotion is most important for faculty) and in the “Tenure and Promotion Packages: Submission Guidelines”, issued annually by the Dean of Faculties. Personnel policies for Texas A&M University are governed by Texas A&M University System.
(TAMUS) Policies, TAMUS Regulations and Texas A&M University (TAMU) Rules, all of which comprise the System Policy Administrative Manual.

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 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 and stating clear reasons for such variances if they exist.

Some features of University practice and policy as currently interpreted are:
- Annual review at the departmental level is prescribed for all faculty members.
- Peer review at the departmental level by a Tenure and Promotion Committee is prescribed at the time of consideration for promotion of clinical or tenure track faculty, or the awarding of tenure.
- Departmental Tenure and Promotion committees advise the Head of the Department, who is charged with making an independent administrative recommendation to the Dean of the College.
- The College Tenure and Promotion Advisory Committee advises the Dean, who is charged with making an independent administrative recommendation to the Provost through the Dean of Faculties.
- All cases considered for tenure, whether recommended positively or negatively, must be forwarded through channels to the Provost (as well as any case for promotion on which the Dean and Department Head disagree), unless the candidate resigns, in writing, from the tenure-track position.
- Letters of evaluation from peers external to Texas A&M University are required in individual files of all tenure or tenure-track candidates considered for tenure and/or promotion.

**Appointment**

The original letter of appointment and characterization of duties with documentation of any subsequent changes shall be included in an individual’s dossier. Non-tenure-track faculty may be considered for tenure-track positions in open, nationwide competition to select the best possible candidate.

The nature of faculty contribution is expected to vary as a function of skills, interest, assigned responsibilities and stage of career development. The weighting of the criteria will be based on the faculty member’s appointment and effort of assignment.

According to the “Guideline to Faculty Titles” Pg.2, Section 2.3.3, Clinical Professors, Clinical Associate Professors, or Clinical Assistant Professors are non-tenure track appointments. Faculty in these appointments will be expected to make significant contributions in the area of teaching, and are required only to make significant contributions to either the area of scholarly research or creative work, or the area of service.
I. Criteria for Renewal, Tenure and Promotion in the VLCS or 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 Clinical 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 Clinical Associate Professor in the VLCS and 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 Clinical 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 clinical-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/or 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 Clinical 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 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?

**Time Perspective – Tenure Track**

A record of sustained, consistent excellence is essential. There is no minimum time in the rank of Associate Professor before promotion to Professor may occur.

The maximum probationary period for tenure is seven years. Credit may be given for tenure-track experience at another university. Any recommendation for early tenure must be documented as a truly exceptional case in which the best interests of the University can be served only by awarding tenure early.

The start of a tenure-track faculty member’s mandatory consideration year (academic year) can be calculated as follows: Calendar year hired + Probationary period – 2 years = Fall semester of Tenure Consideration Year (e.g., regardless of month, if contract start date is in 2007 + 7 years of probation – 2 years = 2012). The mandatory review will start in Fall 2012; if successful, the Board of Regents will grant tenure in Spring 2013, and the tenure and promotion or just tenure will become effective on September 1, 2013).

Any individual hired for a tenure-track position will be required to submit materials for review during the academic year prior to the end of their probationary period. The timing of this depends upon the length of the probationary period (see chart below).

For example – for a faculty member hired in calendar year 2007:
<table>
<thead>
<tr>
<th>If probationary period is:</th>
<th>Mid-Term Review will occur between:</th>
<th>Mandatory Tenure Review (at all levels) will occur:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years</td>
<td>Mar – Dec 2008 (but usually not done)</td>
<td>2009/2010</td>
</tr>
<tr>
<td>3 years</td>
<td>N/A</td>
<td>2008/2009</td>
</tr>
</tbody>
</table>

Note:
1. The semester of hire does not determine the start of the “Tenure Clock” – the calendar year does.
2. The length of the probationary period will be found in the faculty member’s original letter of hire and the “agreement concerning probationary service of new Faculty” form.
3. The Board of Regents will review recommendations in the spring semester of the tenure review (academic year).
4. See the separate Guidelines for Annual and Midterm Reviews (http://dof.tamu.edu/content/annual-midterm-and-post-tenure-review) for more information about midterm review timing.

If it becomes clear at any time during the probationary period that a person is not going to qualify for tenure, the person’s employment should be terminated. Neither party benefits from prolonging the unsatisfactory situation. Faculty members must be advised of a decision not to award tenure at least one year before the termination of their employment.

Tenure and promotion are linked for persons hired as Assistant Professors. New faculty members that are hired as instructors pending receipt of a terminal degree may be promoted to Assistant Professor upon receipt of that degree without a tenure decision being made.

**Time Perspective – Clinical (Professional) Track**

Clinical faculty, like all faculty, are evaluated annually, in accordance with VLCS, CVM and TAMU policies for annual performance evaluations of faculty. In addition to the annual evaluation requirement, a departmental review will be required after the first three-year period and subsequently every five years. This document provides guidance for the evaluation of clinical faculty that occurs at the end of the first three years of employment and at the end of each subsequent five years. If the end-of-appointment occurs within one year of a review of the candidate for purposes of promotion in rank, the promotion review can substitute for the third-year or subsequent five-year review.
Following this initial period, faculty members in these ranks should be considered for multi-year rolling appointments. Clinical track (non-tenure track) faculty members will always receive a 12 month notice if they are not to be reappointed.

Academic promotion is granted to those individuals who are, as a result of thorough evaluation, believed capable of continuing a 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 promotion are:

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

A record of sustained, consistent effectiveness or excellence is essential. Although there is no time-limit in one rank before promotion to the next rank may occur, a suggested time is 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 the next promotion.

Third-Year Review

For both tenure-track and clinical (professional) track faculty members, a third-year review following appointment is mandatory. This evaluation will familiarize the faculty member with the tenure and/or 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/or 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.

Annual Department Head-Faculty Member Conference

Each year the Department Heads are required to meet individually with each faculty member to review that member’s performance and, as appropriate, progress toward tenure and promotion. Disagreements may be noted on the evaluation document.

Documents for Annual Review
Prior to the Annual Review, the faculty member will submit the following documents to the department head:

1) Curriculum Vitae – Completed by the Faculty Member

Each faculty member is required to submit a curriculum vitae annually. The style and format must be consistent with that prescribed by the College, and includes:

Name
Date
Universities attended, degrees and dates
Specialty board certification
Employment record
Professional organizations
Honors, awards, special recognitions
Academic committee experience
Government and other professional experience
Research grants, contracts, royalties, patents, license incomes
Consultative experience
Publications
Presentations
Abstracts

Note: No personal information (such as home address, phone numbers, etc.), except for the candidate’s name and department, is to be included in the CV.

2) Faculty Effort Report – Completed by the Faculty Member

This document, which is a standardized form of the Department, has been developed to provide an annual summation of faculty accomplishments in teaching, research and service. (See Appendix 1)

3) Plan of Work – Completed by the Faculty Member and Department Head jointly. (See Appendix 2)

This communication is an instrument for arriving at a joint understanding of duty assignments and expectations. Specific objectives to be accomplished are stressed and resources available to accomplish the assignments are identified. (Appendix 2)

4) 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:
**Research environment** - Safety inspections have been completed in all research laboratories (include dates and confirmation that concerns raised in the inspection have been fully addressed). If the faculty member has any concerns about the safety of personnel in his/her laboratory, the faculty member will report them to the department head for mitigation of risks.

**Didactic and laboratory teaching environment** - 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. If the faculty member has any concerns about the safety of personnel in his/her classes, the faculty member will report them to the department head for mitigation of risks.

At the annual review, the Department Head and faculty member will list the research, didactic or laboratory teaching 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.

**Clinical teaching environment** - The conduct of clinical activity with large animals carries with it inherent risks. The faculty member shall report to the Department Head any observed risks (beyond those inherent in clinical practice) that are present in the clinical environment and discuss possible changes in procedures, behaviors, facilities and equipment that may mitigate these risks.

**Compliance Statement** – The faculty member must indicate whether or not he/she is up-to-date on all safety and compliance training requested by the University for his/her assignment (including, but not limited to, MRI and Radiation Safety, Information Security Awareness, Ethics, etc.).

**Annual Evaluation and Development Summary – Prepared by Department Head**

This summary is prepared annually by the Department Head after reviewing the faculty member’s updated curriculum vitae and Faculty Effort Report for the current year and any other pertinent information available. The annual Evaluation and Development Summary is designed to evaluate progress in assigned areas of activity, to identify opportunities for professional development, and to serve as an instrument of communication between the Department Head and faculty member.

**Outside Letters of Evaluation for Tenure Track Faculty**
Letters of evaluation from scholars outside the University with recognized distinction in the candidate’s field of specialization are extremely helpful in arriving at a judgment concerning research capability and are required in cases of tenure and promotion for tenure track faculty. A minimum of three letters must be included for tenure track faculty, although 5-7 is desirable. At least one of the letters should be solicited from a person on a list submitted by the candidate, if the candidate so chooses. The candidate may submit a do-not request list, and none of the individuals on the list can be contacted. Candidate-designated referees should be identified. Letters from the candidate’s major professor, or the candidate’s graduate student colleagues, are generally less persuasive to a case than more clearly objective sources and, therefore, as a rule should be avoided. Copies of all outside letters and a list of all from whom letters were solicited should accompany the individual file. A separate chart should list the names and contact information for the reviewers and provide a ‘biography’ showing the qualifications and credentials of the reviewers listed.

**Departmental Tenure and Promotion Committee**

The Tenure and Promotion Committee will be comprised of all tenured Associate Professors or and Professors, as well as non-tenured Clinical Associate Professors and Professors, in the Department. Members may be appointed to subcommittees to provide summaries of faculty performance in Collegiality and Academic Service, Teaching, and Scholarship that will be made available to all committee members (eligible to vote) prior to voting for or against promotion and/or tenure with the following caveats:

1. Only tenured faculty may be charged to make recommendations on tenure track candidates.
2. Only faculty members with higher rank than the candidate may be charged to make recommendations on promotion.

The Departmental Tenure and Promotion Committee is advisory to the Department Head.

**College Tenure and Promotion Advisory Committee**

This committee is charged with reviewing tenure and promotion recommendations of the Department Heads and advising the Dean of the College. Committee members are drawn from the Chairs of the Departmental Tenure and Promotion Committees.

The College Tenure and Promotion Committee is advisory to the Dean.

**Initiation of Tenure and Promotion Review**

As a part of each faculty member’s annual evaluation, the Department Head will comment on the faculty member's progression toward tenure and/or promotion. When the Department Head feels it is prudent for the faculty member to undergo a nonmandatory review for promotion in either the tenure or clinical track, the Department Head will so inform the faculty member, direct the faculty member toward departmental and university resources for preparation of the dossier, and will initiate the process for review with the Departmental T and P Committee. There is no
minimum or maximum time limit for tenured faculty members or clinical track faculty members to request review for promotion except for the mandatory review of the tenure track Assistant Professor. However a typical period in rank before being reviewed for promotion is 5 years. Any faculty member has the right at any time to request a review for promotion without recommendation from the Department Head. The Department Head initiates the process by convening the Departmental Tenure and Promotion Committee To give well-informed advice, it is necessary that the Departmental Tenure and Promotion Committee be provided with appropriate information such as current curriculum vitae and Faculty Effort Reports.

Those faculty members who are candidates for tenure and/or promotion will be asked by the Department Head to submit, at least, the following:

1. A current curriculum vitae;
2. A representative sample of publications and other evidence of peer-reviewed scholarship;
3. Documentation of awards, honors and appointments;
4. Evidence of institutional citizenship including documentation of service contributions;
5. Documentation of pedagogical innovation, teaching effectiveness and other materials relevant to effectiveness in instruction; and,
6. If appropriate, evidence of clinical competency.
7. A three page maximum candidate's statement on teaching, research and/or other scholarly, creative activities and service.

For tenure track candidates for promotion to Associate Professor or Professor, the Department Head will solicit:

1. Five to seven letters of evaluation from nationally respected extramural scholars in relevant disciplines. A minimum of 3 letters must be included in the dossier for review.

For all candidates (tenure track and clinical track), the Department Head will add;

2. Such other letters of evaluation as may be useful; and,
3. A summary of the faculty member’s effort assignment during the period under review.

Departmental Review

The Department Head reviews all persons for eligibility for tenure and promotion, convenes the Departmental Tenure and Promotion Committee, sees to the selection of a chair and charges those members on the Committee eligible to vote on the candidate to make recommendations to the Department Head. The Department Head also notifies the Faculty member of the Departmental decision regarding tenure and/or promotion.

College Review

pg. 21
The Dean charges the College Tenure and Promotion Advisory Committee to review the recommendations of Department Heads.

**University Review**

The Dean forwards his or her recommendations to the Provost/Vice President for Academic Affairs through the Dean of Faculties.

**Informing Faculty Members**

Faculty members should be advised of the recommendation for or against granting tenure and/or promotion at each level of review. In the event of a negative decision for granting tenure, the faculty member is entitled to a written statement of the reasons that contributed to that decision.

**Appeals**

In addition to the appeal procedure built into the College review process, persons not recommended for tenure should discuss the matter with the Department Head and, if necessary, the Dean. If the matter cannot be resolved, the faculty member may seek redress as described in University Rule 12.01.99.M2 (or the appropriate process for appeal in force at that time).

**Merit Compensation**

Merit compensation will be based on exemplary academic citizenship, collegiality, teaching and excellence in the scholarship of teaching, discovery, applied medical sciences and/or integration.
Faculty Evaluation Template – 2012-13

I. Institutional Citizenship

A. Collegiality - Examples of Collegiality

*If you wish to enumerate or discuss activities that demonstrate collegiality, do so here.*

B. Academic Service

Evidence of participation in service activities:

- Service on Departmental, College or University committees and task forces.
- Committee member in local, state or national professional organizations.
- Contributing to external developmental efforts.
- Promoting national and/or international experiences for students.
- Advisor to student organizations.
- Administrative roles within the Department or College.
- Consultation with industry and client groups.
- Participating in K-12 outreach and research especially at the local, state, or national level.
- Participating in assessments (measurements) of departmental or unit performance (Productivity). Examples could include preparing documentation (e.g., caseload type and number) for comparison to similar programs or units by internal or external reviewers, or contributing to peer evaluation of teaching performance of faculty members.
- Participating in publications based upon community-based projects.
- 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 service:

- 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 VLCS, CVM, or TAMU.

- Serving as an effective member of one of the VLCS’s or CVM’s important and time-consuming committees, such as Selections, Curriculum, or Tenure and Promotion committees.

- Effective chairmanship of a committee within the Department, College or University.

- Effective member of one of the College’s important and time-consuming committees

- Effective and significant service on state or national 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

- Consultation with national or international government offices or programs

- Significant and effective mentorship of house officers, graduate students and young faculty members

- Selection for VLCS, CVM, TAMU, or professional association outstanding mentoring awards.

- Service as an editor, or on the editorial board for national professional publications

- Service as a grant/contract reviewer for research organizations, institutions or foundations (e.g., NIH, NSF, USDA, Grayson Foundation, Morris Animal Foundation, AQHA, etc.).

II. Teaching

    _____ % Effort

List lectures and labs taught, courses coordinated, etc.

Numbers of weeks assigned to clinical rotation with students.
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.
- 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.
- Promoting the 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.
- Development of new course(s) or major revisions of existing courses.
- 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 VLCS or CVM.
- Development of innovative pedagogical materials, strategies for active learning, peer-to-peer learning, and collaborative approaches in teaching that are incorporated into the curriculum at the VLCS or 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.

• Promoting 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 the Department Head or peers.

• Selection for VLCS, CVM, TAMU, or professional association outstanding teacher awards.

• Participation in development of questions for NAVLE or specialty board examinations.

• Contribution to new instructional program development.

• Serving as a chair or co-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.

• Publication of instructional materials.
III. Scholarship

A. The Scholarship of Teaching

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

- Sharing of knowledge about teaching within the VLCS- or CVM-wide faculty groups.

- Introduction of innovative pedagogical methodologies that are adopted by other faculty members within the VLCS or CVM.

- Introduction of outcomes assessments for course or program evaluation in the veterinary or graduate curriculum that are disseminated or used at the VLCS or CVM 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 veterinary and graduate 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 papers at 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 CVM.

• Editorship or associate editorship of a major journal in the chosen area of teaching scholarship.

B. The Scholarship of Discovery

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

• Participation in a TAMU landmark area of research or CVM Signature Program.

• Participation in research within a TAMU-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 scientific (not CE) meetings.

• Publication of papers in proceedings of regional professional meetings.

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 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

• Editorship of major journal

• Service as an editor or on the board of editors of major journal(s)

• Service as a grant/contract reviewer for research organizations, institutions or foundations (e.g., NIH, NSF, USDA, Grayson Foundation, AQHA, Morris Animal Foundations, etc).

• Garnering extramurally funded research grants.

C. Scholarship of Integration

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

• Authorship of review articles

• Service on editorial and manuscript 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 midline-, 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 textbook(s) or major textbook chapter(s).

• Authorship of invited review article(s).

• 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.

D. The Scholarship of Applied Medical Sciences % Effort

List number of weeks of clinical assignment: ________________
Evidence of effectiveness in scholarship applied medical sciences may include but is not limited to:

• Board certification a specialty College related to the individual’s professional role.

• Evidence of receiving and managing 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 in 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).

• Evidence of communicating information about a patient effectively and in a timely fashion to animal owners and referring veterinarians.

Evidence of excellence in 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 members from other institutions to train with the individual.

• Evidence of excellent performance in veterinary patient management or in 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 within a clinical or diagnostic service.

The University also mandates that each faculty member be allowed to demonstrate and discuss his/her participation in international and diversity activities as part of the annual evaluation process. Please use the space below to do so.

Please list any safety concerns that you have for the environment in which you work.

Please check the appropriate box:

_____ I am up-to-date on all safety and compliance training requested by the University - for my assignment (including, but not limited to, MRI & Radiation Safety, Information Security Awareness, Ethics, etc.).

_____ I am **NOT** up-to-date on all safety and compliance training requested by the University for my assignment (including, but not limited to, MRI & Radiation Safety, Information Security Awareness, Ethics, etc.).

*Requirements will vary depending on the nature of your work.*
MEMORANDUM

TO: VLCS Faculty Members

FROM: Dr. Allen J. Roussel, Jr.
Professor and Department Head

SUBJECT: Annual Faculty Evaluation (September 1st, 2012 – August 31st, 2013)

I will begin conducting the annual faculty evaluations for fiscal year 2012-2013 this fall using the same format as last year. Elements of performance included in our Guidelines for Faculty Evaluation as well as the University mandated areas of activity in promoting diversity, international efforts (globalization) and campus/community safety will be included. Remember that documents you submit for evaluation are part of your permanent personnel file.

The following items should be included in your submission package:

1. **Up-to-date curriculum vitae** – I ask that you highlight last year’s activities (teaching assignments, publications, presentations, grants, service commitments to the academy or organizations).

2. **A list of your academic activities under the appropriate heading in the Template** for Faculty Evaluation that matches the activity (template attached). The template is based on the Guidelines (copy attached). This document will serve as your effort report. Please only include those activities that were not in last year’s report. I will review your CV and will consider your accomplishments over the last several years as part of your performance evaluation, but please DO NOT list activities that were in last year's report. If you wish for our departmental staff to prepare your effort report for you, simply turn in the highlighted CV, and one of them will copy and paste your activities into this effort report template. It will then be returned to you for approval.
3. **A narrative** in which you can highlight the material listed in the previous template or anything you feel that was not listed. This is also an excellent time to reflect upon your accomplishments, completed plans, plans that went awry, and plans for the future. **Please include a plan of work** for the coming year including how you intend to reach your stated goals. In addition to your academic goals, you may address efforts in enhancing diversity and international activities as well as solutions for any safety deficiencies.

4. I will prepare a written evaluation which will be sent to you prior to our meeting to review your activities, plans and evaluation.

5. **All documents are due electronically to Ms. Snook, by Tuesday, October 1, 2013.** If you wish, the departmental staff is available to assist you in the preparation of these documents. Please allow 1-2 weeks for processing, proofing, and final review/approval for submission by the due date.

   I look forward to meeting with each of you and should you have any questions, please do not hesitate to contact me.

/gs

Attachments:   Template for Faculty Evaluation - 2013  
VLCS T&P Guidelines  
CV format