

PROMOTION AND TENURE GUIDELINES FOR THE COLLEGE OF VETERINARY MEDICINE

In accordance with the Mississippi State University Faculty Handbook concerning promotion and tenure, the following basic premises apply to promotion and tenure at the College of Veterinary Medicine at MSU.

1. All individuals will be evaluated annually based on their assignments, which are defined each year in accordance with the procedure in the MSU Faculty Handbook. Assignments are determined primarily by college needs. Assignments usually adhere closely to those described in the position announcement and employment offer, and may be altered in the best interest of meeting the college's mission. Promotion requires the demonstration of excellence in one or more areas and satisfactory in the remaining areas as defined later in this document and reflects progressively higher professional competence and accomplishment with increases in rank.
2. In promotion and tenure applications, areas of excellence should generally include areas of major assignments. Faculty on the promotion and tenure committees and administrators should evaluate an individual's performance based on their FTE assignments. Since our type of instruction and most of our service are unique and different from the rest of the university, our promotion and tenure process should accommodate our uniqueness.
3. Excellence is related to both quality and quantity, and will be considered as defined by the MSU Faculty Handbook. The accomplishments to rate excellence should be proportional to the FTE assignments. For example, an individual with a 0.4 FTE research assignment should be expected to accomplish about half of that of an individual with a 0.8 FTE research assignment.
4. FTE assignments for promotion and tenure applications are averaged over the promotion and/or tenure period. For example, yearly assignments of 0.2, 0.5, 0.3, and 0.6 would result in an average of 0.4 FTE for the four years.
5. Activities related to directing and mentoring a graduate student or house officer's research can be considered either research or teaching prior to the faculty member's first annual review for the purposes of promotion and tenure applications.
6. By July 1, the applicant provides the Department Head with a current CV, intent to apply, and names of 4-6 potential external evaluators and a brief description of each potential evaluator. The applicant should also download the P & T application forms and begin to prepare his/her dossier. The official application form is located here:

The candidate, the department promotion and tenure committee, and department head will each provide a list of names of external reviewers that can provide an impartial evaluation of the candidate's work, accomplishments and recognition within their field of endeavor. From this master list, the department head and department promotion and tenure committee chair will jointly select the final list of external reviewers from whom letters of evaluation will be requested and should include names provided by all three sources. Both the department head and department promotion and tenure committee chair are responsible for eliminating, to the best of their knowledge, all external reviewers that have a conflict of interest. The department head will contact at least six evaluators to determine which will be willing to provide an evaluation. A minimum of four external letters of evaluation will be required. Letters of evaluation will be solicited from a subset of the list of potential evaluators, but specific choices will remain blind to the candidate. A current curriculum vitae will be attached to the department chair's letter requesting external evaluation. All documentation pertaining to this request should be mutually agreed upon by the department head and candidate. The number of evaluators contacted shall be at least 6, but should not exceed 10. The evaluators must include individuals external to Mississippi State University (e.g. peer or more prestigious institutions or other professionals capable to provide appropriate evaluation of the candidate's credentials). Requested return date for the evaluations will be by September 15.

7. All promotion and tenure documents should be submitted to the CVM Promotion and Tenure Committee by November 15. The College of Veterinary Medicine Promotion and Tenure Committee recommendations are due to the Dean by December 15.
8. The applicant must meet high standards of professional integrity, collegiality and objectivity, and further the goals of their department and the College.
9. The actual promotion and tenure application should be clear, concise, well organized, and no larger than the contents of one three-inch loose-leaf notebook. No additions or deletions to the document can be made at any stage in the evaluation process without the knowledge of the applicant.
10. The applicant will state in their application the area(s) within which they believe that they have attained excellence / national or international recognition.
11. Supporting documents may be provided in the form of appendices. Such supporting documents should be clearly labeled as "Appendix A", etc.
12. Deliberation at all levels will be confidential. The candidate will be officially notified in writing of the disposition of the application at each level of the process

(i.e. department and college review). A written recommendation and rationale will be made at each level of the process. These written recommendations will be provided to the candidate, become part of the application, and placed on file by the department head, dean or director, and provost. These recommendations will be the basis of future discussions of professional development between the faculty member and the department head. The candidate may respond in writing to any of the written recommendations and rationales by correcting factual errors. If the candidate elects to correct factual errors in a written statement, the letter must be submitted to the review level to which the response is made within 5 working days of receipt of the recommendation. The response will become part of the formal application. The faculty member has the right to discontinue the review process for tenure or promotion at any point before a decision has been made.

13. After submission of the application, the candidate takes no further role in the process (except as noted in #12 above) unless requested to do so by those considering the application. No discussion or correspondence relating to the application is to be initiated by the candidate.
14. Both the department and college promotion and tenure committees will have access to all pertinent and documented information in an applicant's official file, in accordance with university promotion and tenure policies. Access can be requested by the chair of either the college or department promotion and tenure committee who then evaluates the file and reports back to the appropriate committee. If additional documentation is required to support statements in the application, it can be requested by either the college or department promotion and tenure committee.
15. An individual's tenure clock will be established at the start of employment and in accordance with University policy.
16. At the time of initial appointment and at each yearly evaluation until tenure is granted, each faculty member shall be informed in writing by the department head as to whether they are progressing toward evaluation for tenure. Likewise, the new faculty member will respond in writing to the department head that he/she understands the terms of employment with regard to tenure and accepts the position as a tenure or non-tenure track position.
17. All faculty, including administrators, assigned to a department will adhere to their departmental guidelines for promotion and tenure.
18. A faculty member must apply for and be recommended for tenure by the president during the sixth full contract year of employment in a tenure-track position. Failure to earn tenure at the end of the sixth full contract year will result in a terminal contract in the seventh full contract year. The probationary period for tenure-track faculty begins at the start of the faculty member's first full contract year. A full contract year is defined as one that starts on August 16 for 9-month employees

and on July 1 for 12-month employees and continues until the next contract period. If the initial contract is for a partial year, e.g., starts after August 16 for a 9-month employee and after July 1 for a 12-month employee, that time is not included in the probationary period. Up to five years at other universities may be counted in this probationary period, as determined and agreed upon by the departmental promotion and tenure committee, the department head or director, the dean, and the faculty member in the letter of offer at the time of initial appointment. For clearly stated personal reasons (e.g., emergencies related to health, activation of military service, pregnancy, childcare, care of parents), a faculty member may request an extension of up to two years from the first five years of this probationary period for an approved leave of absence or a modified assignment. Such an extension must be agreed to by the department head or director, the dean, the Provost, and the faculty member at the time the leave is applied for. The departmental promotion and tenure committee shall be notified of the extension and the revised probationary period. IHL Board Policy 403.0101 allows a faculty member or an administrative employee who held faculty rank at the level of assistant professor, associate professor, or professor and tenure at another institution to be awarded tenure at the time of initial appointment if recommended by the faculty of the tenuring department, the dean, the provost, and the president, and awarded by the Board. For faculty members with a shortened probationary period or a lengthened probationary period, the "third-year review" should be held at the mid-point of the individual's probationary period.

19. The first new contract following the tenure decision must clearly detail whether it is (a) a terminal contract, (b) another annual contract within which time reconsideration of tenure will be made (with the faculty member's approval), or (c) a contract acknowledging the granting of tenure. In any case, failure to grant tenure after six (6) years will require a terminal seventh (7th) year contract.
20. The CVM Promotion and Tenure Committee shall consist of five full-time, tenured faculty members: one member elected from each department and two at-large members elected by the entire faculty. The at-large members must not be from the same department. The members of the committee will elect a new chair from within their ranks each year. All members of the committee shall have rank equal to or higher than that for which the candidate has applied (e.g. an associate professor could sit on the committee to review applications for tenure and promotion to associate professor, but would not sit on the committee to review applications for promotion to professor). No faculty may participate in a promotion and tenure committee at more than one administrative level in a given year. The terms are three years in length and are staggered. Elections for new members should take place during the spring semester. New members will typically replace outgoing members. The committee will annually elect its chair in the fall before reviewing candidates applying for promotion and/or tenure. The membership of the committee will be made known to the college faculty.

21. Promotion and tenure committee members may voluntarily recuse themselves from reviewing the application of a candidate. Likewise, an applicant may ask for the recusal of a member if they feel that member may be biased. Such requests by the applicant must be in writing and state the reason for the recusal. It will be a majority decision of the entire elected committee whether to grant the recusal. If a recusal occurs for any reason, a replacement member will be chosen by the college promotion and tenure committee chair. Whenever possible, the replacement member will come from the same department as the recused member. If the chair is recused, their replacement will be elected from and by the remaining elected committee members. The new chair will then select a replacement as described above.
22. The promotion and tenure document for the College of Veterinary Medicine, Mississippi State University will be updated and re-evaluated annually. Recommended changes will be by a majority vote of tenured and tenure-track faculty. Changes made in university promotion and tenure policies that occur between scheduled annual reviews of the college document will override existing college promotion and tenure policy.
23. The CVM Promotion and Tenure Committee shall ensure that the procedures contained in the promotion and tenure policies at the departmental and college levels are properly followed, and are consistent with the mission of the college, university, and the university promotion and tenure document.

TEACHING

The science and art of instruction involves a variety of activities that promotes student learning and development, or significantly contributes to an environment conducive to student growth and development. The primary activity of the college is the instruction of students, and careful evaluation of this activity is essential. Evaluating teaching effectiveness is a daunting task in any curriculum. It may be more challenging when a college incorporates methods of instruction beyond classroom and laboratory instruction, i.e. clinical, experiential and/or distance learning either at MSU or through extramural opportunities. Therefore, as many relevant measures as possible must be considered in appraising a candidate's teaching capabilities when being considered for promotion and/or tenure. These may include consideration of the candidate's skills in small group facilitation, clinical instruction, undergraduate, graduate and professional courses, knowledge of the subject and his or her professional growth in the field of specialization, the quality of the candidate's teaching as indicated by peer and student evaluations and teaching awards, performance of the candidate's students on standardized tests or in subsequent classes, the candidate's contributions to the academic advising of students, the candidate's development of new course material, new courses, or significant curricular modifications, the quality of the candidate's direction of dissertations, theses, independent study projects, and the quality of pedagogical material published by the candidate.

Excellent teachers are generally recognized for knowledge of their discipline's subject matter, logical organization and presentation of course material, the ability to form interrelationships among fields of knowledge, and enthusiasm for learning. Thus, they stimulate student self-directed learning, problem solving, communication, and interpersonal skills. Consequently, these individuals tend to arouse student curiosity, and promote creativity as well as critical thought while engaging students in the learning process. Finally, excellent teachers respond to student needs with respect and concern for their intellectual development and personal growth.

RESEARCH AND CREATIVE ACHIEVEMENT

Research or Creative Achievement (creative achievement refers to effective experience or practice of professional fields, such as agriculture, architecture, engineering, business and industry, or **veterinary medicine**) is the discovery, development, and dissemination of knowledge. Research activity is defined in a broad sense in the College of Veterinary Medicine to include hypothesis-driven field and laboratory investigations, creative achievements, and scholarly pursuits. Examples of the creative achievements and scholarly pursuits include but are not limited to peer reviewed publications, case reports, books, book chapters, extension bulletins, scientific presentations, video presentations, patents and inventions, and software.

A faculty member engaged in research/creative achievement has an obligation to contribute to his or her discipline through applied and/or basic research, through creative achievement endeavors, or through interpretive scholarship. The criteria for evaluating the original or imaginative nature of research and other creative achievements should be the generally accepted standards prevailing in the applicable discipline or professional area. In appraising the candidate's work, faculty members should consider the quality and significance of the work, the quality of the outlet for publication and, in cases of collaborative work, the role of the candidate.

Research and creative achievement ordinarily can be documented by a candidate's publications. Publications subjected to critical review by other scholars, as a condition of publication, carry more weight than publications that are not refereed. Other forms of publication, including articles intended for a non-academic audience, should be considered provided they are of high quality relative to the purpose intended. Scholarly papers subjected to peer review and delivered at a regional, national, or international conference should carry more weight than those presented at a local level.

Successful efforts in obtaining extramural financial support for research/creative achievement (as well as for teaching and extension programs) are an important aspect of professional achievement for faculty that have FTE committed to research or creative achievement and will be a criterion for evaluation for promotion and/or tenure.

PROFESSIONAL AND ORGANIZATIONAL SERVICE

Outreach refers to the function of applying academic expertise to the direct benefit of external audiences in support of university and unit mission. A faculty endeavor may be regarded as outreach scholarship for purposes of tenure and promotion if it meets all of the following conditions: (1) there is a direct application of knowledge to significant human needs and societal problems, issues or concerns; (2) there is a utilization of the faculty member's academic and professional expertise; (3) the ultimate purpose is for the public or common good; (4) new knowledge is generated for the discipline and/or the audience or clientele; and (5) there is clear link between the program activities and an appropriate academic unit's mission.

Professional veterinary outreach includes veterinary clinical and diagnostic service, extension, administrative and other (such as statistical and epidemiological service). Professional service in this regard differs greatly from the general service component of the University and therefore must be addressed and evaluated in a different format. The American Veterinary Medical Association (the accrediting body for veterinary colleges in the U.S.) requires the opportunity for students to be exposed to veterinary clinical services in a veterinary teaching hospital. Further, the College of Veterinary Medicine serves the state by providing clinical support for practicing veterinarians and animal owners in the region, as well as assuring the economic viability of Mississippi agribusiness by providing a statewide disease diagnostic and surveillance system. The clinical and diagnostic activities and services provided by CVM faculty in the various clinics and laboratories located throughout the state are included under the designation of professional veterinary services. In addition, veterinary extension is an important form of professional service. Providers of veterinary extension service not only have continuing, direct contact with citizens and organizations in their own environment, but may be deeply involved with local, state, national, and international leaders by providing educational needs assessment, program development, training, consultation, and technical assistance. Faculty participating in veterinary extension serve as a link between research scientists, producers, commodity, resource groups, and field staff.

Veterinary medical care of animals and veterinary extension are unique and central service activities of this college. A majority of the faculty at CVM has professional service as a primary component of their annual FTE, and it is frequently in this component of the mission triad of research, teaching, and service, that a faculty member establishes a record of excellence for their tenure application. Much of this service is provided to animal owners and commodity groups throughout the state and region, and this "outreach" service comprises significant FTE for many faculty.

Organizational service, such as committee service and leadership of other organizations, is valued and encouraged and may signify an individual's standing in his or her unit or field. Every faculty member is expected to participate in some type of organizational service as a "good citizen" of the college.

APPENDIX A: EVALUATION CRITERIA FOR TEACHING

Criteria for SATISFACTORY and EXCELLENT performance in TEACHING:

As part of the university community, faculty are expected to have a SATISFACTORY performance in the area of teaching. SATISFACTORY performance in teaching is determined by evaluating the quantity and quality of faculty performance proportional to his or her teaching FTE assignment.

EXCELLENCE in TEACHING requires a faculty member to demonstrate SATISFACTORY performance and additional standards for excellence. Excellent performance in teaching is determined by evaluating the quantity and quality of faculty performance proportional to his or her teaching FTE assignment.

Examples of activities or criteria that could demonstrate SATISFACTORY AND/OR EXCELLENT performance in TEACHING are listed below. This list should not be construed as inclusive or as a checklist of requirements.

1. Participation in the graduate, professional, and/or undergraduate curricula offered by the college and university:
 - a. Potential roles in the professional curriculum include but are not limited to: classroom instruction (required or elective courses), (2) laboratory leader (required or elective courses), (3) course leadership, (4) clinical rotations faculty, (5) development and use of alternative delivery methodologies (e.g. web-based and/or distance learning), (6) student advising and mentoring
 - b. Participation in undergraduate, graduate, and professional courses
 - c. As a member of the graduate faculty, he/she should serve on graduate student committees, or serve as a major professor for graduate students, or demonstrate involvement in intern and/or resident training;
 - d. Graduate instruction that results in the completion of a graduate degree, or specialty certification.
2. Demonstration of instructional competence in those teaching activities performed:
 - a. Student assessments;
 - b. Peer and/or supervisor assessments;
 - c. Participation in the distribution of instructional objectives and requirements by the publication of a course syllabus; participants in a course are expected to follow the guidelines, procedures, and grading criteria published in the syllabus.
 - d. Assignment of course grade or, if a team member, full participation in the student evaluation/grading process.
 - e. Grade examinations, papers, and other sources of evaluation promptly and cooperatively to make them available to the student for inspection and discussion;
 - f. Meet classes as scheduled;
 - g. Documentation provided by peer or supervisor review that establishes the curricular value of newly developed or revised educational materials and methods developed during the evaluation period;

- h. Publications that either pertain to teaching or are instructional within a given discipline. This includes textbooks, manuals, instructional videos, peer reviewed review articles, and articles on educational pedagogy.
 - i. Honors and awards for teaching;
 - j. National and/or international recognition.
 - k. Attainment of certification by examination of outside agencies, e.g., specialty boards, or a terminal degree in an appropriate discipline;
 - l. Extramural funding activities for department, departmental club(s), etc.
3. Evidence of innovations instituted or other teaching contributions such as:
- a. Developing or incorporating state of art technology and/or methodology into teaching;
 - b. Creating or implementing nontraditional methods of knowledge transfer (e.g. distance education, computer assisted learning);
 - c. Developing a new course;
 - d. Grants received pertaining to teaching, advising, or performance evaluations;
 - e. Invited presentations on teaching methods or the teaching of materials pertinent to individual's discipline.
 - f. Directed independent studies that result in student publications.
4. Academic Advisement that plays a critical role in student development can be demonstrated by:
- a. serving a student group/club as mentor or faculty advisor,
 - b. serving as an individual student(s) advisor/mentor,
 - c. recruiting students to attend Mississippi State University College of Veterinary Medicine.

APPENDIX B: EVALUATION CRITERIA FOR RESEARCH AND CREATIVE ACHIEVEMENT

Criteria for SATISFACTORY and EXCELLENT performance in RESEARCH AND CREATIVE ACHIEVEMENT:

As part of the university community, faculty are expected to have a SATISFACTORY performance in the area of research and creative achievement. SATISFACTORY performance in research and creative achievement is determined by evaluating the quantity and quality of faculty performance proportional to his or her research and creative achievement FTE assignment.

EXCELLENCE in RESEARCH AND CREATIVE ACHIEVEMENT requires a faculty member to demonstrate SATISFACTORY performance and additional standards for excellence. Excellent performance in research and creative achievement is determined by evaluating the quantity and quality of faculty performance proportional to his or her research FTE assignment.

Examples of activities or criteria that could demonstrate SATISFACTORY AND/OR EXCELLENT performance in RESEARCH AND CREATIVE ACHIEVEMENT are listed below. This list should not be construed as inclusive or as a checklist of requirements.

1. Publishes peer reviewed manuscripts
2. Publishes peer reviewed senior-authored manuscripts or is the laboratory leader (corresponding author) on peer-reviewed publications
3. Publishes clinical case reports, veterinary/scientific articles in lay/trade professional publications
4. Develops or creates pamphlets or extension bulletins
5. Composes book chapters and textbooks
6. Develops service, teaching/instructional or research oriented computer software
7. Participates as a senior author on publications or lead developer on non-manuscript oriented activities (note: manuscripts with student/house officers as first authors will be counted as faculty first author publications)
8. Develops case reports, teaching videos, and other instructional modalities that are employed by professional/academic curricula
9. Presents research findings at meetings
10. Is invited to speak at national meetings
11. Establishes and participates in intra- and inter-college collaborative research efforts
12. Seeks extramural funding through grants and contracts
13. Successfully secures extramural funding for grants
14. Successfully negotiates funding for research contracts
15. Manages appropriated budget in a responsible manner
16. Markets intellectual property and transfers technology
17. Develops "high risk" research or investigations generating intellectual property potentially transferable to commercial markets

18. Develops or incorporates state-of-the-art technologies into their research program
19. Develops a peer-recognized area of expertise
20. Achieves specialized board certification in professionally related disciplines such as surgery, internal medicine, cardiology, etc.
21. Serves on scientific advisory/research proposal review panels
22. Is elected to learned/honorary research societies
23. Is elected as an officer of a national research organization or society
24. Is an editor or editorial assistant (editorial board) for a scientific journal or a book
25. Serves as the major professor for graduate students
26. Serves on graduate student committees

APPENDIX C: EVALUATION CRITERIA FOR PROFESSIONAL AND ORGANIZATIONAL SERVICE

Criteria for satisfactory and excellent performance in PROFESSIONAL AND ORGANIZATIONAL SERVICE.

PROFESSIONAL SERVICE includes professional veterinary clinical and diagnostic service, extension, administrative service and other forms of professional service such as statistical, bioanalytical, and epidemiological service. ORGANIZATIONAL SERVICE on committees, organizations, etc. is also included in this category but is expected to account for a comparatively small part of faculty activities. As part of the College of Veterinary Medicine community, faculty are expected to have a satisfactory performance in the area of PROFESSIONAL or ORGANIZATIONAL SERVICE. Criteria for excellence or satisfactory performance in PROFESSIONAL SERVICE are determined by evaluating the quantity and quality of faculty performance proportional to his or her service FTE assignment.

Examples of activities or criteria that could demonstrate excellence or satisfactory performance in PROFESSIONAL SERVICE are listed below. This list should not be construed as inclusive or as a checklist of requirements.

1. Clinical service
 - a. Competent patient care, as indicated by medical records, supervisors, colleagues, referring veterinarians, students, or clients.
 - b. Provision of production medicine services that positively impact the agribusiness as indicated by supervisors, colleagues, students, clients, producers, or others.
 - c. Accurate and timely diagnostic and imaging support, as indicated by supervisors, colleagues, students, or clients.
 - d. Efficient and timely generation of medical records and diagnostic reports, as indicated by supervisors and service chiefs.
 - e. Field investigations and population medicine advising.
 - f. Certification by examination of outside agencies, e.g., specialty boards such as the American College of Veterinary Pathologists or a terminal degree in an appropriate discipline for application in the clinical sciences.
 - g. Development of new or more effective treatment/diagnostic methods of/for animal diseases.
 - h. Publication of new information related to animal care and disease pathogenesis and diagnosis.
 - i. Evidence of significant contributions in support of CVM constituents, including knowledge integration, creative solutions, or other outcomes of applied research as evaluated by clientele and peers.
 - j. Recognized as an expert in their field by honors, awards, and special recognition.
 - k. Receipt of grants and contracts to finance development and delivery of service innovations.
 - l. Awards and honors received in the realm of professional service.

2. Extension service
 - a. Provision of unbiased scientific-based information to appropriate public groups in a timely manner through training materials, and/or clientele education programs.
 - b. Establishment of consulting relationships with units/offices of the University community, government, business, organizations representing the interests of Mississippi animal owners, or industry in an area or discipline related to professional expertise.
 - c. Serves as a link between research scientists, state, and federal agencies, and resource and client groups.
 - d. Interaction with College research efforts.
 - e. Provision of service with professional outreach to schools, consumer groups and other recognized organizations and by other public service activities in individual's field.
 - f. Leadership positions in veterinary clinical specialty organizations or animal commodity organizations.
 - g. Evidence of professional recognition of clinical contributions to the veterinary profession (Invited speaker to national and international continuing education programs, invited service on editorial boards for clinical journals, AVMA task forces, etc.).
 - h. Communication of scientific information pertinent to extension service via peer-reviewed scientific journal articles, extension publications, and presentations at local, regional, national and international meetings.
3. Administrative service
 - a. Effective administrative efforts as block/rotation leader.
 - b. Effective administrative efforts as service chief.
 - c. Effective administrative efforts for college, hospital, or diagnostic laboratory services.
4. Other professional services
 - a. Establishment of effective consulting relationships with faculty and student clients.
 - b. Provision of appropriate and unbiased statistical advice in a timely manner.
 - c. Participation in intra- and inter-college collaborative research efforts.
 - d. Acknowledgments for statistical assistance on reports, manuscripts, theses and dissertations.
 - e. Development of patents for instruments and processes useful in solving persistent problems.
 - f. Incorporation of state-of-the-art technologies into their consulting activities.
 - g. Election to learned/honorary research societies.
 - h. Election as an officer of a national organization or society.
 - i. Provision of bioanalytical chemistry services in a timely manner.
5. Organizational service
 - a. University and College committee participation.
 - b. Community service.

- c. Membership in professional commodity and social organizations.
- d. Participation in University, College, and departmental governance.