



**School of Veterinary Medicine Policy Document 32.01: Faculty Tenure and Promotion**

**GOVERNING TTU OP:** [32.01](#) Promotion and Tenure Standards and Procedures. Other relevant TTU OPs and SVM Polices include:

- [OP 32.38](#) Third-Year Review of Tenure-Track Faculty
- SVM Policy Document 00.01: Core Values and School Policies
- SVM Mentoring Committee Document 32.50: Mentoring of Tenure-Track Faculty
- SVM Policy Document 32.51: Opt-out Stop the Tenure Clock Pilot Program
- While not a governing TTU OP, please see also for reference: [TTUHSC SOM OP 20.21](#).

**PURPOSE:** The purpose of this School of Veterinary Medicine (SVM) policy document is to define SVM-level standards and procedures concerning promotion and/or tenure of tenure-track faculty. Faculty being considered for promotion or tenure are to be evaluated using the version of SVM policy effective on the date of hire unless they elect to be evaluated using the current version of the policy.

**DATE OF POLICY:** 01AUG2022.

**REVIEW:** This SVM Policy shall be reviewed every third year by the SVM Tenure and Promotion Committee, which is chaired by the Associate Dean for Academic and Student Affairs. Revisions will be forwarded to the Office of the Dean for approval and publication in consultation with the Office of the Provost.

**BACKGROUND:** The SVM strives to foster a collaborative and collegial community of scholars engaged in the discovery, evaluation, transmission, and extension of knowledge. The concept of academic tenure is to assure the faculty freedom in instruction, scholarship, opinion, and full participation as citizens in the community. As such, SVM faculty members are free to search for and express the truth as they find it, whether in the classroom, laboratory, or clinical setting, in their research/creative activity, or during service to the institution or wider community. These privileges imply correlative responsibilities. Each faculty member, as committed in their letter of appointment, is also responsible for fostering the SVM’s Core Values and thereby contributing to the success of one another and the mission of the SVM. In other words, individual academic freedom and performance must not occur at the expense of other SVM faculty, staff, or students.

The terms and conditions of every full-time, tenure-track faculty appointment shall be stated in the faculty member’s letter of appointment and should be in the possession of both the university and the faculty member at the time of initial employment. These terms and conditions shall include guidelines for third-year review procedures as defined in [TTU OP 32.38](#).

The tenure and promotion cycle is an annual process that begins with the applicant’s dossier submission to the Associate Dean of Academic and Student Affairs (ADASA) office on the 1<sup>st</sup> of September.

Generally, the procedure for promotion will be initiated by the ADASA after a careful evaluation of the faculty member. However, if a faculty member has held a given rank for a number of years and has not been recommended for promotion, and the faculty member feels that he/she is qualified for promotion, the promotion evaluation process will be initiated at the faculty member’s request through the ADASA.

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## GUIDELINES FOR TENURE AND PROMOTION

**1. Probationary Period for Tenure.** A faculty member must complete a reasonable probationary period before acquiring tenure in the university. At the beginning of the 7<sup>th</sup> probationary year, tenure-track faculty must submit their dossier for consideration for tenure. Probation is not reduced by previous non-tenure-track appointments or by promotions made during that period. The probationary period begins September 1<sup>st</sup> of the calendar year in which the appointment is made. An extension of the probationary period may be made to the Provost/Senior Vice President for Academic Affairs (PSVP) if extenuating circumstances justify a suspension of the tenure probationary period. The request will be initiated by the faculty member, reviewed, and commented on by the college dean, and forwarded to the PSVP for a decision.

Exceptions to tenure timeline:

- With reference to SVM Policy Document: Opt-out Stop the Tenure Clock Pilot Program, faculty may reduce their probationary period by one year by written request to the ADASA. Requests automatically result in a one-year reduction in the probationary period. The ADASA will append the request to the written faculty member's letter of appointment.
- In exceptional cases, faculty members at the rank of associate professor or professor may be hired with tenure when a traditional tenure review procedure precedes the appointment.
- Tenure may be considered before completion of the 5<sup>th</sup> probationary year, although a positive third-year review is generally required. A faculty member may request early tenure consideration without prejudice for later reconsideration.

**2. Non-tenure/Tenure Track transitions.** The transition from the non-tenure-track faculty position to a tenure-track position, or vice versa, may be permitted following review and by mutual agreement of the faculty member, the ADASA, and the dean. Absent extraordinary circumstances which are approved by the dean, only one transfer between tracks will be permitted.

**3. Dossier Requirements for Tenure and Promotion.** The faculty member has primary responsibility for preparation and submission of a dossier for consideration. The general format of the dossier is to follow TTU OP 32.01 [Attachment B](#). Guidance is also provided by the ADASA. The dossier will follow a similar format for consideration of either tenure or promotion, or both.

**4. Guidelines for Tenure and Promotion.** The criteria and areas of performance to be considered in the tenure and promotion decision processes are:

- a. Instruction in on-campus settings such as classrooms and teaching laboratories
- b. Instruction in clinical settings for those faculty performing clinical service
- c. Scholarship
- d. Academic and Professional Service

Faculty are expected to meaningfully participate in a. and/or b., and also in both c. and d., and to demonstrate excellence in one of the areas. Scholarship is *expected* in all areas that are applicable to the individual faculty member. Appendix A below provides examples of what constitutes meaningful participation and what represents excellence.

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As a general guide, promotion from the rank of assistant professor to associate professor, and a tenure decision requires achievement and professional reputation resulting in *national* recognition. This typically includes:

- A demonstrated record of effectiveness as an on-campus or clinical instructor;
- A record of dissemination the faculty member's scholarship that has contributed to veterinary profession, to the candidate's intellectual development, and to the quality of the SVM. This is often demonstrated through means such as peer-reviewed publications or dissemination and adoption of evidenced-based veterinary medicine;
- Generation of external funding, or earnest effort to do so commensurate with terms of the faculty member's letter of appointment;
- A record of engagement of veterinary or graduate students in scholarship;
- A record of professional service to the School, University, and wider community;
- Promise of growth in teaching and research or artistic and creative activity; and
- A record of fostering the core values of the SVM.

Promotion from the rank associate professor to professor requires that the candidate's academic achievement and professional reputation should be superior and should have resulted in *international* recognition. This rank can be earned only by the faculty member who has demonstrated continued growth in, and has a cumulative record of, instruction effectiveness, substantial dissemination of scholarship activities, external funding of scholarship, engagement of veterinary or graduate students in scholarship that includes support for those students, and academic and professional service.

#### 5. Procedural Steps for Tenure and Promotion.

1. The faculty member must prepare a dossier in accordance with the required format and submit it to the ADASA by September 1<sup>st</sup>.
2. The ADASA shall make the dossiers available for review by the SVM tenured/tenure-track faculty for at least 10 working days.
3. The ADASA will conduct a vote for consideration of tenure and/or promotion. Ballots must be signed by the voting faculty member to ensure eligibility to vote.
4. Voting eligibility:
  - A. Tenured faculty members may vote for those seeking tenure.
  - B. Committee members of a higher rank than the applicant may vote yes, no, or abstain for promotion.
5. The ADASA will tally the votes and then convey the tally to the Dean with a written recommendation.
6. The Dean shall write a separate recommendation letter. The vote tally and recommendation letters will be added to the dossier and forwarded to the PSVP.

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**Appendix A: Examples of meaningful participation and excellence in teaching, scholarship, and service.**

Scholarship in the School is broadly defined using Boyer’s Model of Scholarship. **This model views a faculty member’s scholarship as a unique blend of discovery, integration, application, and teaching.** There is no exact formula or scheme for demonstration of meaningful participation or excellence. Rather, each faculty member will be expected to offer his / her unique qualities and strengths to build a tenure dossier reflective of both meaningful participation and excellence. Meaningful participation and excellence in each area will be weighted by time allocation over the whole of the pre-tenure probationary period based on the percent allocation for instruction, scholarship, and academic/professional service.

As an illustrative guide to faculty, Table A is meant to provide examples of meaningful participation and excellence. However, this table should not be considered a checklist, or set of specific recommendations. Each faculty member is expected to utilize their unique experiences, insights, and skill-set to discover, integrate and disseminate knowledge in their field of specialty, according to their letter of appointment. The tenure plan each faculty member establishes should be discussed and reviewed annually as part of the annual faculty review and with the faculty mentoring committee on a regular basis. Feedback provided as part of the annual review process should strongly be considered by the faculty member.

Table A. Examples of meaningful participation and excellence.

Part I: Instruction.

<b>Meaningful Participation</b>	<b>Excellence</b>
Develops and delivers didactic materials to students/trainees demonstrating instructional effectiveness.	Develops and implements outstanding new educational materials or methods to support education of students/trainees.
Delivers hands-on or practical training to students/trainees demonstrating instructional effectiveness.	Develops innovative approaches to improve and/or evaluate student/trainee learning and enhancement of learning experiences.
Supervises students/trainees performing clinical services.	Receives a teaching award.
Authors instructional scholarly works.	Authors peer reviewed instructional scholarly works.
Receives satisfactory instructor and peer evaluations of teaching.*	Receives favorable or excellent instructor and peer evaluations of teaching.*
Satisfactorily improves instructional effectiveness based on review of relevant student comments.	Significantly improves instructional effectiveness based on review of relevant student comments.
Supervises or coordinates teaching by other faculty, trainees, or students.	Develops innovative instruction adopted by other institutions.
Maintains positive and productive relationships with students.	Develops new instructional opportunities related to SVM mission and/or goals.
Demonstrates a commitment to improving teaching skills.	
Supervises students in research activities.	

\*Instructor evaluations are subjective in nature. They should be considered as just one component in a total evaluation of teaching effectiveness. Evidence indicates that instructor evaluations are frequently biased by gender, ethnicity, and other factors such as accent, and that they may not correlate with student learning.

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Part II: Scholarship.

Meaningful Participation	Excellence
Consistently involved in research activity	Has inventions licensed or patents issued.
Documented participation in scholarly activities.	Has research activities integral and essential to faculty member's scholarly production.
Serves as reviewer for academic journal(s) and/or grant proposals.	Demonstrates performance as a key collaborative partner and enabler of faculty scholarship within SVM.
Actively disseminates results of scholarly activity.	Consistently publishes peer reviewed publications. On occasion, publications should appear in leading disciplinary journals or high impact outlets relevant to the SVM mission.
Actively seeks extramural funding for scholarly activity.	Receives funding to support scholarly activity.
Participates in SVM seminar series.	Has evidence of national or international recognition for scholarly activity.
Consistently demonstrates efforts to promote and participate in collaborative research.	Publishes review articles or authors books or book chapters.
Serves on thesis or dissertation committees.	Serves as journal editor or editorial board member.
Serves as second author on peer reviewed publications. Secondly, co-author on peer reviewed publications.	Has scholarly work cited in literature.
	Presents at SVM seminar series.
	Serves on national grant review panel.
	Chairs graduate student committee(s).
	Delivers national or international continuing education.
	Serves as first author on peer reviewed publications. Secondly, anchoring author on peer reviewed publications.

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## Part III: Academic and Professional Service.

<b>Meaningful Participation</b>	<b>Excellence</b>
Chairs or actively participates in SVM committees.	Develops new SVM programs.
Serves as an officer in a regional, state, or national professional society.	Provides consultation in their area of expertise.
Participates in faculty, staff, and student recruitment.	Guides, builds, or transforms a clinical or professional program.
Participates in SVM meetings and events.	Serves in leadership role with a national or international society.
Performs community service.	Makes major contributions appropriate to the mission of the SVM.
Participates in Professional, Academic, or Health-related organizations, committees, or programs.	Establishes significant collaborations across university areas.
Delivers regional continuing education.	Develops significant community service activities or relationships related to the SVM mission.
Advises an SVM student organization.	Makes consistent contributions to major policy documents.

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