

GUIDELINES FOR APPOINTMENT AND PROMOTION OF TENURE- AND CAREER-TRACK FACULTY

2026

**College of Veterinary Medicine
Washington State University**

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INTRODUCTION & GUIDING PRINCIPLES

Although few faculty are deeply involved in all missions of the CVM, **we collectively value and seek excellence in:**

- Scholarship, as broadly defined by Boyer¹
 - i. Scholarship of discovery
 - ii. Scholarship of integration
 - iii. Scholarship of application
 - iv. Scholarship of teaching
- Teaching & learning, including mentoring and advising
- Outreach & engagement (clinical service, diagnostic service, extension)
- Academic service, governance, and leadership

Towards these goals, we have two equivalent faculty tracks in our College – the more research-intensive tenure track (requiring at least 40% research effort), and the career track, which is not associated with tenure. What is valued and rewarded is not tenure versus non-tenure, but each faculty member's respective contributions to his/her/their assigned part(s) of our collective missions.

DEFINITIONS

The guidelines within this document focus on the faculty structure as defined by the [WSU Faculty Manual](#) (Section IB. Faculty Structure), including faculty categories, tracks, ranks, and appropriate subcategories.

Academic faculty tracks include the tenure track, the career track, and a short-term track (lecturer or instructor). Working titles for CVM faculty are assistant professor, associate professor, or professor, regardless of track. The rank of Regents professor is included as the highest possible rank for faculty in the tenure track. The tracks outlined in this document include:

- Tenure track
- Career track
 - Clinical sub-track
 - Teaching sub-track
 - Research sub-track
 - Scholar sub-track

The CVM holds that the quantity of work in any given area, while potentially significant, is by itself an insufficient criterion for promotion. Rather, the CVM expects that the following characteristics will inform the evaluation of candidate performance in any of the tracks identified above:

- **Growth:** Candidates should demonstrate increasing levels of accomplishment, responsibility, engagement, and/or leadership over time.

¹ Boyer, E. L. (1990), *Scholarship reconsidered: Priorities of the professoriate*. Carnegie Foundation for the Advancement of Teaching

- **Coherence:** Candidates should develop a particular expertise and a recognizable professional profile for their discipline.
- **Impact:** Candidate's activities should contribute to the advancement of a scholarly field; curricula, programs, or departments; colleges, campuses, or the university as a whole; individual students or student groups; initiatives in scholarship, or creative activity; opportunities for public engagement and policy influence; or other defined areas of work beyond individual professional development. Activity that has not secured specific outputs or results, such as scholarship "in progress" or new programs still in development, will be recognized but accorded less impact.

APPOINTMENT AND PROMOTION- Overview All Tracks

Guidelines for meeting expectations in the CVM are defined below for all faculty appointments. An important goal of the CVM is to make these criteria more explicit and diminish the assessment inconsistencies across units/departments (to the degree possible given our different missions). It is essential that all CVM faculty have a clear position description that includes the faculty member's assignment and responsibilities relative to each college mission. Faculty position descriptions change as responsibilities are altered in response to a unit's needs and/or a faculty member's career progression, recognized strengths, weaknesses, and/or preferences. When position descriptions change, these changes must be carefully documented, and the candidate assessed accordingly.

- All faculty will undergo an **annual review** as per the *WSU Faculty Manual*. Annual reviews give faculty the opportunity to highlight, reflect on, and obtain feedback about their accomplishments over the past calendar year and how this work enhances their overall career. Annual reviews provide an appraisal of the faculty member's progress toward tenure or promotion, and a rating of each faculty member's annual performance in the context of their recent or cumulative work.
- Faculty must be reviewed in accordance with their defined responsibilities/official job description and workload allocation.
- All assistant professors will undergo a comprehensive review every year, with an **intensive review in their third year**, to highlight their career trajectory and prepare for future promotion cycles.
- For faculty seeking tenure or promotion, the 'Instructions and Forms on Tenure and Promotion' are normally distributed by the Office of the Provost in the spring for persons to be considered during the following academic year (see section III.C.5, *WSU Faculty Manual*). The completed recommendations, including recommendation forms, current resume, external review letters, teaching portfolio, ballots, and supporting materials must be forwarded from the CVM to the Provost Office by late October. To provide time for departmental review and college promotion committee review, materials will be submitted from faculty to their department chair or unit director late summer. Faculty balloting and ballot submission to the Provost Office will follow the guidelines in the *Faculty Manual*, however eligibility to submit ballots may vary per department. For additional information please see: [Office of the Provost Career Advancement](#).
- Faculty are typically not considered for promotion to associate professor prior to the sixth year of service at the rank of assistant professor.
 - If promotion to associate professor with tenure is not granted, notification of non-reappointment will be given at least twelve months in advance of the termination of service.

- For career-track faculty, if promotion to associate professor is not pursued or granted, or is deferred, faculty may remain at the rank of assistant professor and be re-assessed in subsequent terms depending upon their appointment (fixed term, continuous) if satisfactory work continues.
- Candidates may be eligible to advance in rank before the sixth year of service if they have already met the high expectations of their units or if they have been given credit for time served at other institutions in their offer letter. A request for early promotion may be made by the faculty member to the chair or may be suggested by the Chair/Director after review of candidate's annual reviews and trajectory. The request for consideration of early promotion needs to be forwarded to the Dean and the Provost for pre-approval (mid-June).
- Promotion to professor requires significantly more than time in rank, i.e., in the opinion of the unit leadership, college colleagues and as recommended by the dean, an individual has made, and continues to make, outstanding contributions to a major area of the individual's work assignment. Most successful faculty members need six (6) or more years of service at the associate rank to achieve the credentials necessary for promotion to professor. However, candidates may be eligible to advance in rank prior to the sixth year of service if they have already met the high expectations of their units.
 - Faculty who are promoted to professor are expected to demonstrate outcomes and impact that extend well beyond their basic assignment. Examples include outcomes that significantly expand or enhance programs, benefit colleagues or outside stakeholders, and/or increase the CVM's reputation outside the college and/or university.
 - Further, faculty aspiring to or attaining the professor rank are expected to demonstrate shared governance by taking on leadership responsibilities through committees, task forces, or programs.
- Criteria for promotion to both associate professor and professor may vary slightly by the department or unit to address by-laws or emphasize specific goals and objectives of each unit. The overarching goals will be for the faculty member to tell a cohesive narrative of their work and to keep their programs functioning and thriving through diverse methods and funding sources.
- All faculty are expected to contribute to a positive community and inclusive culture. Recognizing that academic units, campuses, institutions, and professions operate as a collective, all faculty should contribute in positive ways as mentors, advisors, contributors, and leaders. Senior faculty are expected to serve as mentors to junior faculty. Faculty should value the professional and personal well-being of their colleagues, including fellow faculty, staff, administrators, and students and work toward an equitable distribution of formal and informal service and leadership.
- As per the WSU Faculty manual, the CVM is committed to ensuring that all faculty members have access to fair and meaningful opportunities for advancement. We recognize that traditional promotion and tenure guidelines have not always fully accounted for the wide range of contributions that support the university and college mission. Activities such as service, teaching, engagement with underserved communities, and leadership—often essential to the university's mission—have historically received limited recognition in promotion and tenure evaluations, despite being disproportionately carried out by individuals from historically marginalized groups. We are dedicated to reviewing and refining our policies and practices to ensure that contributions across all areas of academic and professional life are recognized and rewarded fairly.

Tenure-Track Appointment

CVM Faculty in the tenure track generally have appointments that are predominantly or exclusively focused on scholarship. A minimum assignment for this activity is 40% effort. Faculty may serve as principal or co-principal investigators on grants or contracts administered by the university. Particular terms of these appointments, effort distribution, salary, requirements for extramural funding, space, and start-up funds will vary.

- Review of scholarship for promotion decisions typically makes use of traditional measures (e.g., publications, extramural funding, national and/or international reputation). A high level of scholarship workload for faculty in the tenure track will be reflected in commensurately high expectations for productivity and impact in their area of expertise and indicate the ability to function as a principal investigator and, with career progression, lead teams engaged in collaborative scholarly work. These faculty may have less classroom teaching or service expectations at the assistant professor level during the first 3 years unless those responsibilities are negotiated.
- Where core scholarship obligations involve the individual supervision and/or mentoring of undergraduate, veterinary or graduate students, this work should also be evaluated in any promotion review by considering mentor and mentee participation in training grants, mentees obtaining grants and transition of mentees to post-doctoral, academic or non-academic careers. The successes of mentees reflect the candidate's ability and reputation in advancing and growing their scholarship area. The candidate is expected to demonstrate effective communication and mentoring, support for student professional development, and adherence to departmental or unit expectations, such as serving on graduate student committees.
- All pre-tenure faculty must demonstrate teaching competence, and pre-tenure teaching workload should include an annual minimum of one 3-credit course, or its equivalent effort as defined by the CVM workload policy. All promotion and tenure reviews must include attention to evidence as articulated in the **statement on expectations for excellence in teaching below**. Faculty track changes may be considered if a faculty's interest and strength suggest a better alignment with the faculty's duties, e.g., a change to career track (teaching sub-track).
- Review of the promotion dossier by at least four impartial reviewers from outside of WSU (invited by the chair or director) is required for promotion to tenure track associate professor or professor in the CVM. Letters should not be solicited from people who have a conflict of interest, such as a personal relationship with the candidate that goes beyond that of colleague (e.g., mentor, collaborators, partners, faculty who have conflict with candidate).

Promotion to Associate Professor

- The position description will inform the timing of promotion to associate professor (although extensions are permissible under select circumstances). Promotion is determined by a candidate's record of accomplishment, independence and growth in the areas of scholarship and teaching excellence. Candidates who work collaboratively in labs, multi-person initiatives, or research or performance groups are also expected to contribute positively to the effectiveness of such groups. A candidate's individual specific impact and intellectual contribution to collaborative work should be clearly described in the candidate's promotion dossier.
- The markers of accomplishment in tenure track will vary by discipline and percent scholarship allocation but will frequently include considerations of productivity in timely publication; effectiveness in securing extramural funding; and the successful application of scholarship to partnerships with industry, governmental agencies, and other public or private entities, including the development of intellectual

property or commercialization efforts. In all cases, however, the candidate is expected to demonstrate an emerging national or international reputation, as well as the capacity and likelihood for continued excellence. Demonstration of reputation can be through invitations to speak at meetings or institutions, invitations to review grants or serve on grant panels, invitations to contribute review papers, review for journals, and invitations to serve on national or international working groups. **See statement on expectations for excellence in research/scholarship below.**

- For faculty who also have **assignments in clinical service, teaching and academic service**, statements on expectations for excellence in each area are described below.
- Annual reviews should contain thorough feedback for the faculty and logically reflect tenure outcome.

Promotion to Professor

- Promotion to professor is determined by a sustained record of accomplishment and independence in the areas of scholarship and creative activity. In addition, candidates who work collaboratively in multi-person initiatives, or research groups are also expected not only to contribute positively to such groups but also take on informal or formal intellectual leadership roles that amplify the effectiveness of these groups.
- In addition to the markers of accomplishment and excellence noted in promotion to associate professor, promotion to professor requires evidence of leadership of an independent scholarship agenda and may include procuring training grants to grow the scholarship area. In all cases, the candidate will be expected to demonstrate an established national and/or international reputation, and the capacity and likelihood for continued excellence in their area of expertise.
- Many tenure-track faculty in the college are engaged in didactic undergraduate and/or DVM professional teaching (pre-clinical and/or clinical). This work should be evaluated in any promotion review in light of the candidate's efforts. **See statement on expectations for excellence in teaching and clinical service below.**
- By way of example, innovation and leadership are expected from all professors (regardless of track) and any faculty member applying for or aspiring to promotion to professor. **See statement on expectations for excellence in administration and leadership below.**

Promotion to Regents Professor

- The Regents professor faculty rank recognizes exceptional cumulative performance achieved by a small fraction of faculty. It reflects university-wide recognition for achievements. Procedures for promotion to this rank are found in the WSU *Faculty Manual* and with the annual spring guidance memorandum from the Office of the Provost.
- To be considered for promotion to Regents professor a faculty member must be a tenured full professor or equivalent; and must have served Washington State University for at least the immediately preceding seven years; achieved the highest level of distinction in a discipline and raised the standards of the University through activities in teaching and/or scholarship and/or public service; and sustained a level of accomplishment, which has received national and international recognition.

Career-Track Appointment, Clinical sub-track

In this sub-track, promotion is based on significant achievement and/or national/international recognition for excellence in clinical practice, diagnostic service, or extension/outreach. Depending on the appointment, most faculty will be expected to demonstrate excellence and/or significant achievement in teaching (notably in the clinical or diagnostic settings where CVM faculty in this sub-track do most of their teaching). Depending on their specific position description, a faculty member in this sub-track may be expected to demonstrate excellence and/or significant achievement in educational leadership and/or scholarship regarding teaching/learning. **See the statement on excellence in clinical practice and clinical instruction below.**

Given the potential range of areas available to clinical faculty, the CVM recognizes that the profiles and accomplishments of candidates for promotion in this track may vary widely. Especially given this diversity, expectations for the type of work and the forms of its expression will also vary by discipline and should be defined in part by the expectations of a candidate's home department. Importantly, performance in any of the areas identified above will be assessed in terms of growth, coherence, and impact.

According to the [WSU Faculty Manual](#), at least four review letters are required for career-track promotions and may be from either internal or external reviewers. For promotion to associate professor and professor, the CVM further requires that all four letters come from impartial reviewers from outside the department, including at least two letters from outside WSU. In the career track, an evaluation letter provided by the Regional Teaching Academy may serve as one of the outside letters.

Promotion to Associate Professor

- While the position description will inform individual cases for promotion to associate professor in the clinical sub-track, initial promotion within this career track is most frequently determined by a record of continuing excellence in clinical practice and/or instruction (including clinical instruction) and an emerging record of sustained accomplishment in any secondary area(s) relevant to the candidate's appointment. In brief, a CVM faculty member in the clinical sub-track is expected to effectively and creatively contribute to and/or lead a clinical service or extension unit, especially work that expands a service's capabilities and/or raises the reputation of the unit, department, and/or college.
- The clinical practice and instruction of candidates for promotion to associate professor will be evaluated in adherence with the criteria detailed above. In their clinical or diagnostic practice, candidates are expected to have provided consistently high-quality, evidence-based, and empathetic care to patients and clients. Candidates are also expected to have provided efficient and professional service to stakeholders (referring veterinarians, etc.). Particular attention will be paid to the candidate's ability to communicate clearly and effectively; the quality of participation in clinic programs and/or student instruction; and the capacity for further development as a clinician, diagnostician, or extension specialist.
- Candidates with significant teaching expectations (at least 40% effort), which could include formal classroom-based instruction and/or clinical teaching, will be evaluated in accordance with the **statement on expectation for excellence in teaching** detailed below. The evaluation should be explicitly directed at clinical instruction, other professional DVM instruction, undergraduate, or graduate instruction depending on the primary teaching responsibility.

Promotion to Professor

- Promotion to professor is determined by a record of continuing excellence in clinical practice and/or instruction that is accompanied by a sustained record of accomplishment and leadership in the area(s)

relevant to the candidate's appointment. Faculty who are promoted to professor in this sub-track are also expected to demonstrate outcomes and impact that extend well beyond their basic clinical service, outreach, and clinical teaching assignment.

- The clinical practice and instruction of candidates for promotion to professor in the clinical sub-track are expected to have extended their individual excellence in clinical practice, extension/outreach, and/or instruction to broader positive impacts on students, communities, and the clinic(s)/service(s) they serve. Where appropriate and available, candidates will also be expected to have pursued leadership roles in education, clinical program assessment and development, and/or community service programs that serve the mission of the clinic and/or service, the department, and the university. **See statement on expectations for excellence in extension/outreach below.**
- In their primary role of clinical practice and instruction, candidates for promotion to professor who have significant teaching expectations (at least 40% effort) are expected to demonstrate continuing effectiveness, as well as elements of pedagogical growth and active leadership beyond that which would characterize an initial promotion. In particular, candidates should demonstrate qualities of exploration, innovation, assessment, and clinical instruction or curricular versatility.

Career-Track Appointment, Teaching sub-track

Faculty in the teaching sub-track have a primary responsibility for teaching (minimally 50% assigned effort). Faculty with a teaching appointment will often have large teaching commitments (potentially to include advising) and smaller academic service commitments according to their assignment and contract. In the CVM, teaching may involve teaching in a clinical setting. However, faculty in the teaching sub-track in CVM will not have significant clinical service responsibilities.

Review of the promotion dossier by at least four impartial reviewers from outside the department, including at least two letters from outside WSU, are required for promotion to career-track associate professor and professor in the CVM. Teaching sub-track faculty must undergo peer observation of their teaching by the local Teaching Academy Peer Observation Program and should undergo external peer review of their teaching by the Regional Teaching Academy. When available, a current evaluation letter provided by the Regional Teaching Academy may serve as one of the outside letters.

Promotion to Associate Professor

- Candidates for promotion to associate professor in the teaching sub-track are expected to demonstrate that their teaching effectively achieves course and unit learning outcomes, and that it reflects the current state of knowledge and pedagogy in the discipline. Applicants for promotion are expected to demonstrate a scholarly approach to teaching with evidence of teaching excellence. **See the statement on expectation for excellence in teaching below.**
- Candidates for promotion to associate professor in the teaching sub-track should demonstrate the capacity to effectively communicate course content to students, and their course and assignment designs should be accessible to all students. These designs should also support student success and, where appropriate, active learning. Where appropriate, candidates are expected to help develop these qualities in teaching assistants assigned to their supervision.
- For promotion to associate professor, CVM values the capacity and commitment for further development as a teacher, especially when these qualities reflect pedagogical growth with career progression.

Versatility in the classroom, as shown either by teaching a range of classes or by pursuing new methods of teaching over time demonstrates that a faculty member continues to develop as a teacher. Recognition or awards from the unit, college, university, or professional societies for effective teaching or development of exceptional courses are also evidence of commitment to teaching excellence. Such qualities help ensure the enhanced level of expertise appropriate to a more senior position in this track.

- Best practices and guidelines for assessing teaching are outlined in the “statement expectations for excellence in teaching.” Student evaluations are required with quantitative evaluations and narrative feedback. However, student evaluations are an insufficient sole measure of teaching effectiveness and teaching assessment must be accompanied by other measures, including holistic peer observation of teaching and teaching materials and statements of self-reflection.

Promotion to Professor

- Candidates for promotion to professor in the teaching sub-track should demonstrate not only sustained excellence in classroom teaching but also *innovation and further growth* in their pedagogy, course and assignment design, assessment, and efforts toward student success beyond that which would characterize promotion to associate professor. The CVM recognizes that such efforts may expose the faculty member to lower student evaluation scores or unsuccessful moments of teaching. In assessing such instances, and growth in teaching more generally, the CVM will seek a pattern of iterative development, one in which a faculty member extends their pedagogy, assesses the results of that change, and makes further adjustments based on those assessments.
- Especially for promotion to professor, the CVM values efforts and initiative toward supporting the growth of colleagues and graduate students (both within and outside the unit) as teachers, and work to enhance a unit’s curricula. Candidates seeking promotion to professor in the teaching sub-track are expected to assume active leadership roles in such activities within and/or outside their home unit. Such qualities reflect a concern with the larger dimensions of teaching appropriate to the highest teaching-centered rank within the CVM.
- Promotion to professor requires significantly more than time in rank and continuing to generate the outcomes that qualify for promotion to associate professor. Faculty who are promoted to professor in this sub-track are expected to demonstrate outcomes and impact that extend well beyond their basic assignment. Examples include the creation of new courses or new programs, large-scale revision, expansion, or enhancement of existing courses based on educational research or national curriculum guidelines and assessment showing that such revisions were needed and successful. Other activities could involve leadership in mentoring for colleagues in teaching, and leadership in peer review of teaching.
- Likewise, a professor in this sub-track should be involved in work that increases the CVM’s reputational status outside the college and/or university, and/or leads to a national or international reputation. Further, faculty aspiring to or attaining the professor rank are expected to demonstrate leadership by taking on leadership responsibilities through committees, task forces, or programs. Letters of support detailing these activities and their impact can be included in a candidate’s materials.

Career-Track Appointment, Research sub-track

CVM Faculty in the research career track generally have appointments that are predominantly or exclusively focused on research/scholarship, or creative activity. They may serve as principal or co-principal investigators on

grants or contracts administered by the university. Terms of these appointments, including salary, requirements for extramural funding, space, and start-up funds, will vary, and may include the expectation that faculty members provide significant portions of their salary through extramural funding.

An important distinction between tenure-track faculty and faculty in the career track, research sub-track is the lack of an “up and out” requirement after six years. Faculty in the research sub-track may remain at the assistant professor level while the arrangement is mutually satisfactory to the faculty member and the unit or college. Faculty in the research sub-track may also apply for an open tenure-track position.

Faculty may have no significant teaching or service expectations unless those responsibilities are negotiated. Where core scholarship obligations involve the individual supervision and/or mentoring of undergraduate or graduate students, however, this work should be evaluated in any promotion review.

Promotion to Associate Professor and Professor

- The expectations and markers of accomplishment for promotion to these ranks are the same as for the tenure track. **See statement on expectations for excellence in research/scholarship below.**
- Review of the promotion dossier by at least four impartial reviewers from outside the department, including at least two letters from outside WSU, are required for promotion to career-track associate professor and professor in the CVM.

Career Track Appointment- Scholar sub-track

CVM Faculty in the scholar sub-track are those who have significant responsibilities in **at least two** of the following areas: (a) teaching, (b) student advising, (c) research or scholarship, (d) creative activity, (e) outreach or extension, (f) clinical service, (g) educational leadership, (h) administration, (i) academic service or (j) other, if duties are not reflected by the previous categories. The university workload ‘Other’ category is reserved for use by career-track faculty with a scholar sub-track and these duties should be clearly defined.

- Many faculty in this sub-track have a significant teaching or student advising responsibility. However, carrying a large teaching or advising load and receiving good student ratings is not sufficient for promotion in this sub-track. Applicants for promotion are expected to demonstrate a scholarly approach to teaching, evidence of teaching and/or advising effectiveness, and achievement or recognition in one or more of the additional areas (educational research/scholarship, educational leadership, outreach, etc.).
- Most faculty in this sub-track may have more leadership, administration, or service duties that advance the college or unit. Given the resulting diversity of such appointments, and the potential range of duties, all promotion reviews for faculty in the scholar sub-track should be informed in the first instance by the specific workload expectations detailed in the candidate’s position description. The CVM recognizes that the needs of a unit or the candidate’s professional development may result in changes in these assignments. Shifts in these areas will not necessarily be considered an impediment to a candidate’s promotion.
- Review of the promotion dossier by at least four impartial reviewers from outside the department, including at least two letters from outside WSU, are required for promotion to career track associate professor and professor in the CVM. Faculty for whom teaching is at least 40% of their position description must undergo peer observation of their teaching by the local Teaching Academy’s Peer Observation of

Teaching Program and should undergo external peer review of their teaching by the Regional Teaching Academy. When available, a current evaluation letter provided by the Regional Teaching Academy may serve as one of the outside letters.

Promotion to Associate Professor

- Promotion within this career track is determined by demonstrated excellence in their primary area (i.e., teaching and/or student advising) and an emerging record of sustained accomplishment in the secondary area relevant to the candidate's appointment (most commonly in the CVM, academic service or educational leadership). Evaluation criteria should be weighted by the percentage of FTE expected in each category of duties.
- The teaching assignment of candidates for promotion to associate professor in the scholar sub-track will be evaluated in adherence with the criteria established for promotion to associate professor in the teaching sub-track. **See statement on expectations for excellence in teaching.**
- The clinical service assignment of candidates for promotion to associate professor in the scholar sub-track will be evaluated in adherence with the criteria established for promotion to associate professor in the clinical sub-track. **See the statement on expectations for excellence in clinical service and instruction.**
- In terms of impact, candidates emphasizing work internal to WSU, such as advising, program development or educational leadership, should demonstrate an emerging reputation for individual excellence and engagement. Demonstration of impact may include documenting new program development, outcomes of programmatic changes or curricular revisions, and student successes. A candidate's individual specific impact and contribution to this work should be clearly described in the candidate's promotion dossier.
- Candidates emphasizing outreach or externally facing work, such as participation in regional, national/international programs, or public engagement and policy efforts, should demonstrate an emerging regional or national reputation in these areas. Demonstration of reputation can be through invitations to speak at meetings or institutions, invitations to serve on educational panels, invitations to contribute to manuscripts, review for journals, and invitations to serve on national or international workgroups. Letters of support detailing these activities and their impact should be included among a candidate's materials and provided to external reviewers as part. **See the statement on expectations for excellence in extension/outreach.**

Promotion to Professor

- In addition to the criteria detailed above, particular attention is paid not only to continuing potential for growth but also to impactful leadership.
- Candidates emphasizing work internal to WSU, such as advising, educational leadership, or program development, should demonstrate a capacity to translate their individual efforts into work with broader positive impacts among colleagues, curricula, departments and programs, or the university as a whole. **See the statement on expectations for excellence in administration and leadership.**
- Candidates emphasizing outreach or externally impactful work should demonstrate an established regional, national, or international reputation in these areas. The candidate is expected not only to contribute positively to external workgroups but also take on informal or formal leadership roles that amplify the effectiveness of these groups.

Statements on expectations for excellence that follow may be relevant to any tracks in the College of Veterinary Medicine. Faculty in all tracks must always be assessed in accordance with their assignment of duties, e.g., expectations relative to research/scholarship and/or creative activity must be concordant with the percentage of the faculty member's appointment assigned to these areas. No single mission of the university shall have inordinate weight in the review of a faculty member unless that mission is the primary focus for that faculty member.

Statement on Expectations for Excellence in Clinical Practice and Clinical Instruction

- The acquisition of appropriate board certification is judged as documentation of technical competence and is expected of faculty with clinical effort assignment when appropriate or available in the focus of their clinical expertise.
- In considering the clinical practice, supervision, and instruction presented for promotion, the CVM values most highly a demonstrated record of achievement and growth. This is a record that demonstrates over time the evolution, innovation, and the expansion and extension of a faculty member's knowledge, expertise and clinical practice. Given the potential range of areas available to clinical faculty, the CVM recognizes that the profiles and accomplishments of candidates for promotion may vary widely. Of particular value is the extent to which a faculty member's individual clinical service and instruction contribute to the larger mission of the clinic or service, department, and/or college. While the specific nature of this work will vary among clinical settings and appointments, the CVM emphasizes in each instance the importance of providing services and instruction that are ethical, evidence-based, and consistent with the best professional expectations of the discipline.
- The CVM also recognizes that clinical instruction can occur in a variety of environments outside of the formal classroom or clinic. Work such as independent studies, mentoring and informal advising, and advancing student professional development or board certification preparation, especially when it is accompanied by evidence of effectiveness, can thus also be an element of a promotion case.
- Faculty with significant clinical instruction responsibilities (at least 40% effort in total, estimated for instruction) must undergo peer observation of their clinical teaching by the local Teaching Academy's Peer Observation Program and should document their activities and outcomes using the Educator's CV and Teaching Portfolio documents as outlined by the [Regional Teaching Academy](#). Examples of evidence provided for achievement in any of the six domains of teaching can be found here.
- In terms of impact, candidates emphasizing work internal to WSU, such as advising or support of services provided to the campus community, shelters or national/international programs should demonstrate an emerging reputation for individual excellence and engagement.
- Candidates emphasizing work internal to WSU, such as advising or program development, should demonstrate a capacity to translate their individual efforts into work with broader positive impacts among colleagues, curricula, departments and programs, or the university as a whole.

- Candidates emphasizing externally impactful work, such as scholarship or public engagement and policy efforts, should demonstrate an established regional, national, or international reputation in these areas. Clinical service appointments in this case will result in publication and funding opportunities within the context of performing service work, providing clinical subject matter expertise or pursuing clinical scholarship and discovery activities.

Statement on Expectations for Excellence in Teaching

- In considering the teaching presented for promotion, the CVM values a demonstrated record of achievement and growth - a record that demonstrates evolution and innovation in a faculty member's teaching over time.
- The CVM also recognizes that teaching occurs in a variety of environments outside of the formal classroom, individual or group lessons, studio, or lab settings. Work such as independent studies, mentoring and informal advising, and advancing student professional development, especially when it is accompanied by evidence of effectiveness (i.e., successfully promoting students for awards, scholarships, competitive training programs or employment), can also be a valuable element of a promotion case.
- In the CVM professional DVM program, clinical teaching is the primary means by which many faculty teach. Although clinical teaching cannot be easily separated from clinical service (especially in the WSU VTH or WADDL) in terms of percent effort, it should be assessed separately from a faculty member's clinical service/outreach appointment as an essential component of his/her/their teaching appointment.

Where a component of teaching effort involves the individual supervision and/or mentoring of undergraduate, graduate, veterinary students or residents, this work should also be evaluated in any promotion review by considering mentor participation in graduate studies, supervision of clinical duties, mentees obtaining grants or becoming board-certified and transition of mentees to academic or non-academic careers. The successes of mentees and the numbers of applicants to a program can reflect the faculty's ability and training reputation in their area. The faculty is expected to demonstrate effective communication and mentoring, support for student professional development, and adherence to departmental or unit expectations for graduate or resident training.

- Faculty with significant teaching responsibilities (professional, undergraduate, and graduate levels), at least 40% effort in total) must undergo peer observation of their teaching and should document their activities and outcomes using the Educator's CV and Teaching Portfolio documents as outlined by the [Regional Teaching Academy](#). Examples of evidence provided for achievement in any of the six domains of teaching can be found here.
- Excellence in teaching should be presented and assessed through multiple measures with attention to the teaching that has occurred throughout a candidate's time in rank.
 - Student evaluations/reviews are a required component of a promotion dossier. However, although high student evaluation scores are perhaps the most immediately accessible means of demonstrating excellence in teaching, such scores by themselves will not be determinative for promotion, nor will individual instances of lower teaching evaluations necessarily prevent promotion.

- Recognition or awards from the unit, college, university, or professional societies for effective teaching or development of exceptional courses are also evidence of commitment to teaching excellence.
- Additional measures of teaching excellence may include peer observation/evaluations, participation or leadership in program assessment and development, selection and development of teaching material (both proprietary and open education resources), effective engagement with larger unit and discipline efforts to advance pedagogy and curricula, internal and external awards, and presentation or publication of material regarding teaching in appropriate professional outlets.
- Faculty with significant teaching responsibilities (at least 40% effort) must obtain at least one (ideally two) peer observations of recent teaching (within the prior two years of an application) that should be included in the candidate's promotion materials for promotion to associate professor or professor. The peer observation process reported in promotion materials should be evidence-based, ideally involving multiple observers with adequate training and multiple teaching observations.

Statement on Expectations for Excellence in Research/Scholarship

- The CVM highly values a demonstrated record of achievement and growth. This is a record that demonstrates over time the evolution, innovation, and expansion of a faculty member's research program.
- Faculty with highly regarded research programs are generally well-focused without unnecessary diversions. Focused scholarship is more likely to enhance a faculty member's reputation, obtain national or international recognition in the field, and sustain discoveries that advance real-world problems. Faculty are expected to maintain a consistent record of productivity, with peer-reviewed, policy or outreach publications that are commensurate with norms and standards of their discipline, demonstrating sustained scholarly momentum and the timely dissemination of research outcomes.
- Demonstration of reputation and impact can be through invitations to speak at meetings or institutions, invitations to review grants or serve on grant panels, invitations to contribute review papers, review for journals, and invitations to serve on national or international working groups. Where appropriate, recognized benchmarking metrics (e.g., Faculty Scholarly Productivity Index or discipline-specific indices) may be used to assess progress and compare performance with national and international peers. Excellence will also be evaluated based on societal and community-centered impacts, including influence on public policy, integration of scholarly material into educational curricula beyond WSU, entrepreneurial and commercialization activities related to inventions, and alignment with pressing global challenges. Recognition through competitive internal or external research awards, honors for early-career and senior faculty, and leadership in enhancing the research culture of the institution will also be considered indicators of excellence.
- Faculty are encouraged to work with colleagues from various disciplines, backgrounds, and experiences to foster new ideas and approaches to scholarship. Interdisciplinary collaboration encourages creative thinking while ensuring diverse viewpoints contribute to methodological soundness and generate novel insights. In addition, candidates who work collaboratively in multi-person initiatives, or research groups are also expected not only to contribute positively to such groups but also take on informal or formal intellectual leadership roles that amplify the effectiveness of these groups.

- Contributions to shared research infrastructure, leadership in core facilities, and engagement in regional or community-based innovation initiatives are recognized as hallmarks of impactful scholarship.
 - Interdisciplinary initiatives that include active student engagement and are supported through internal seed funding programs are particularly encouraged, as they foster innovation, mentorship and cross-disciplinary visibility.
- Successful research faculty recognize that research is an iterative process and embrace flexibility and adaptation. Faculty who are open to pivoting when unexpected opportunities arise or new information becomes available will be more likely to maintain a competitive edge. Exploring alternative angles and refining methods helps to identify potential weaknesses and improve the overall impact, reliability and continued growth of their scholarship.
- Faculty who engage in any form of scholarship are expected to participate in all WSU Office of Research mandatory trainings and protocols, obtain appropriate research subject approvals, and meticulously document the research process, including experimental design, data collection procedures, analysis methods, and any deviations from planned procedures. This transparency allows others to understand, evaluate, and potentially replicate the research, strengthening both rigor and reproducibility.
- Excellent faculty scientists are able to bridge the gap between theory and practice by communicating their findings effectively to both academic and lay audiences, highlighting how the research contributes to knowledge that can be used in the real world.
- Additional markers of a successful research program may include effectiveness in securing extramural funding; and the successful application of scholarship to partnerships with industry, governmental agencies, and other public or private entities, including the development of intellectual property or commercialization efforts. The overarching goals are for the faculty member to tell a cohesive story of their work and to keep their programs functioning and thriving through diverse methods and funding sources.

Statement on Expectations for Excellence in Administration and Leadership

- The University workload policy includes a category called “administration” – this category is intended for titled positions at the level of chair or higher, or for titles that serve more than one unit as defined by the dean. If someone is involved with the administration of a department activity (e.g., graduate program director), this leadership effort is documented as service at the appropriate percent effort allocation.
- Faculty may be hired or transition into a titled position of administration and/or leadership that advance the college or unit. This work is generally internal to WSU, such as advising, program development/maintenance, faculty development, department/college governance or educational leadership. These leadership roles are essential to maintaining diverse college functions and are valued and assessed as part of the faculty’s work effort allocation. As faculty efforts may serve across several areas within the college, chairs and unit directors should seek feedback from other units or leaders in the CVM for a faculty’s annual review.

- If a faculty's duties include 0.5 FTE or higher as administration or leadership, review of their contributions will be addressed by the supervisor(s) (usually the chair, director or dean as appropriate) and should address the value of the candidate's leadership for their described duties. Department or unit faculty promotion recommendations do not need to address the administrative/leadership component of the position.
- Faculty who engage in administration or leadership and lead teams are expected to identify challenges they would like to address, develop goals for their unit and provide direction and focus for the groups they lead. Faculty leaders should articulate a clear vision which acts as a roadmap, guide decision-making and prioritize the team's efforts. Faculty should encourage professional development and innovation, identify opportunities, and demonstrate responsiveness to new information or emerging technologies. A successful leader sets high standards and inspires others to strive for quality work.
- It is expected that faculty will effectively navigate complex environments, meet project deadlines and provide examples of programmatic success and engagement such as student successes, accreditation processes, whitepapers, etc. Other examples of excellence may be in the form of invitation or election to participate in and external recognition from regional, national/international workgroups and review or oversight advisory panels, alumni relations or community engagement and policy efforts that complement and amplify the internal leadership role.
- Faculty in these roles should lead by example, promoting a safe and supportive environment where individuals feel valued and respected. Successful leaders must ensure that everyone in the organization, regardless of their role or department, is working towards the same objectives. Faculty should work to build trust, break down silos and promote collaboration, fostering a unified and cohesive work environment.
- Effective, transparent and professional communication is crucial for faculty leaders and administrators, particularly when conversations are difficult. Faculty are expected to clearly articulate the working plan, explain the rationale behind decisions, and inspire others to embrace the strategic direction. It is expected that faculty in leadership will make informed decisions based on a thorough analysis of information, considering various perspectives, and weighing potential consequences, even in uncertain situations. Routine communications (in person, email, etc.) are expected for maximal effectiveness.

Statement on Expectations for Excellence in Extension/Outreach

- Excellence in extension and outreach often involves long-term collaboration across various stakeholders, including researchers, educators, community leaders, state and federal agencies, and other relevant organizations, to leverage resources and expertise for maximal impact. In most cases, the events or programs conducted to achieve the intended outcome are co-created with the partner/audience, fostering a sense of ownership and shared responsibility by the target groups.
- Faculty with significant extension or outreach programs address important community issues and are expected to demonstrate clear, measurable impacts on the target audience's knowledge, skills, attitudes, and behaviors, ultimately leading to positive professional, social or economic change. Outreach should be focused on strategic organization priorities that enhance our land-grant mission. Outcomes may include:

- Quantitative change in conditions
 - Publications- scientific, white papers or policies
 - Launch or growth of programs, clinics, tools or centers
 - Numbers of events, participants, hours contributed
 - Number of collaborative groups and audiences reached
- Excellence is also reflected by leadership in teams or center program planning processes that address needs of representative audiences resulting in measurable outcomes.
 - Excellent extension and outreach programs are highly innovative and receive regional or national recognition for quality and inclusivity. The high visibility of the faculty's efforts may also be documented in the form of popular media sources that broadcast information regarding current events to public audiences.
 - Faculty with significant effort assigned to extension or outreach should seek/obtain adequate funding to support a significant program and publish in appropriate media to impact the profession, industry or diverse public stakeholders.

Statement on Excellence for Academic Service

Service is regarded as a required faculty activity and shall be considered in the granting of promotion. All faculty are expected to participate in academic service assignments as part of their citizenship responsibilities in the department, college, university and the scientific community. Selection of significant service commitment requires consent from the chair or unit director to ensure balance of the faculty and unit's workload. Faculty are expected to take these responsibilities seriously and are assigned appointment effort in accordance with service expectation. Service-related activities tend to increase in importance and number of assignments as an individual proceeds to a higher rank.

Excellence in committee service is valued and includes both attendance and active participation in committee activities (such as volunteering to lead tasks or initiatives, providing timely input when requested and meeting deadlines for committee activities). The quality of committee service contributes to excellence in the area of service. Excellence in committee leadership entails effective organization skills, consistent communication and productivity (setting and meeting reasonable goals). Excellence in academic service is expected for all candidates for promotion.

The assessment of academic service will include evaluation of activities such as:

- Serving on department, college and university committees; committee leadership
- Advising recognized student organizations
- Serving on mentorship committees for junior faculty
- Membership and offices held in professional and scientific societies
- Peer review of primary manuscripts or books or journal editor
- Service on grant review panels or workgroups for local, state, federal or international agencies
- Leading/ organizing educational activities and clinical services
- Maintaining resources for the college, i.e., web pages, collections, teaching resources.
- Leading department or college programs such as graduate program director