PREAMBLE:

In April of 2019 and 2020, the Faculty Senate revised the WSU Faculty Manual regarding tracks, appointments, and titles – notably eliminating the non-tenure Clinical Track and establishing the CAREER track with 4 internal sub-tracks.

> *The provost's office subsequently charged each college with developing corresponding promotion guidelines for Career Track faculty within their college.*

> *Colleges were also instructed via the revised Faculty Manual to develop a standard system by which faculty "working titles" will be uniformly communicated externally by all units in the college (e.g. on web sites, emails, etc.)*

The CVM's ad hoc task force was formed by Interim Dean Robert Mealey in the spring of 2020 and consisted of Tim Baszler, Steve Simasko, Bonnie Campbell, Raelynn Farnsworth, and Steve Hines.

> *The committee worked extensively from the newly developed College of Arts and Sciences career track guidelines, which were provided to the task force by the Provost's office as a highly regarded template. The proposed CVM guidelines are also aligned with the 2020 WSU Faculty Manual, which is often excerpted and/or linked. Similarly the task force utilized the CVM Alignment Initiative that was adopted by the college June 01, 2018).*

- *The first section of the CVM proposal provides general information plus promotion guidelines for each Career Track sub-track.*
- *An appendix (organized by mission) provides more specific guidelines - including recommendations and examples for faculty members who are preparing their promotion dossiers.*
- *A second appendix provides a sample P&T timetable, which outlines the submission and review processes for any given cycle.*

An issue that remains is revision of the CVM's TENURE TRACK guidelines for promotion and tenure. We believe the career track guidelines that follow provide an easily adaptable, mission-focused model. For example, a section for Tenure Track could be inserted into his document and the same appendices used.

GUIDELINES FOR APPOINTMENT AND PROMOTION
OF CAREER TRACK FACULTY

College of Veterinary Medicine
Washington State University

Introduction & Guiding Principles:

- Although few of us are deeply involved in all the traditional missions of our college, **we collectively value and seek excellence in all four**:
    - Scholarship
    - Teaching & learning
    - Outreach & engagement - which includes clinical service, diagnostic service, and extension
    - Academic service, governance, and leadership
- Towards these goals, we will have 2 or more equivalent faculty tracks in our college – notably a more research-intensive tenure track and a "career" track that is not associated with tenure. What ultimately matters (i.e. 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. Accordingly, regardless of appointment track or sub-track, all faculty MUST have clear position descriptions/role statements. Likewise, all faculty must be reviewed in accordance with the specific expectations defined by their appointment.
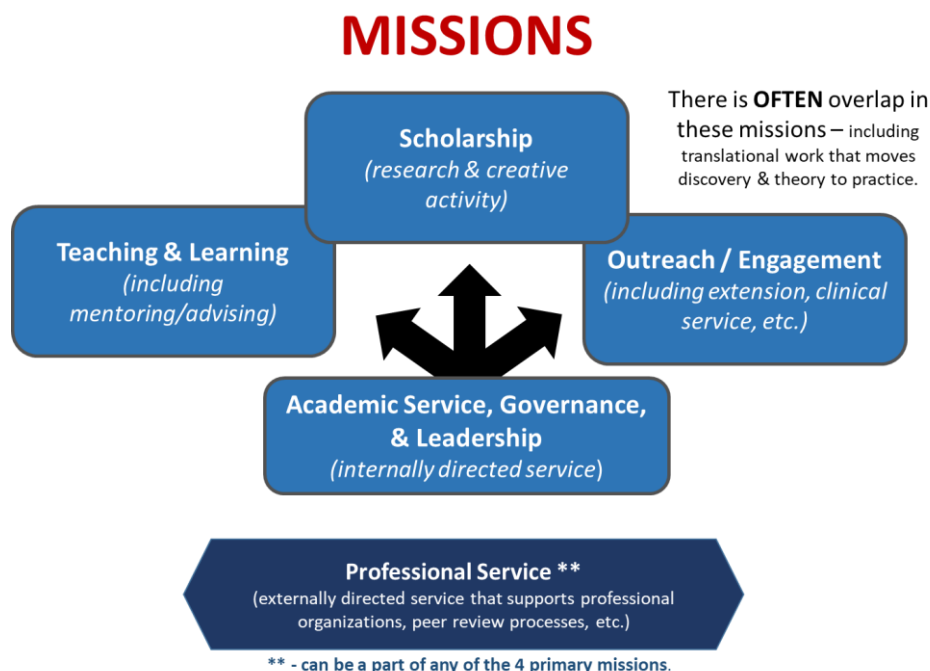
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Definitions

The guidelines within this document focus upon the faculty structure as defined by the WSU Faculty Manual including faculty categories, tracks, ranks, and appropriate subcategories. The definitions below are congruent with the WSU faculty manual and extended as they applied to Career Track Faculty in the CVM. ([https://provost.wsu.edu/manuals-and-forms/)](https://provost.wsu.edu/manuals-and-forms/) (Section IB. Faculty Structure)

Appointment

A faculty appointment (also known as a job description) is for internal use within the university. It outlines a faculty member's position responsibilities and provides a framework or set of guidelines for annual review and promotion. (More specific criteria for annual review and promotion within a track and sub-track will be determined by the school or department, and college).

A faculty member's *appointment* consists of the *category* (academic, library, extension), *track* (tenure, career, or short-term), *rank* of the faculty member, and the *unit* in which the faculty member is assigned. In the case of career track and extension faculty, a faculty member's appointment will also include an internal *sub-track* designation. Sub-track designations are intended for internal use, i.e., at the program, department, college, and/or university levels.

All faculty in the CVM should have a current job description (appointment) that includes an at least approximate percent responsibility in each college mission (e.g. 40% research, 30% teaching, etc.).

As adopted previously within the CVM Alignment Initiative (06-01-18), all tenure track faculty hired into the CVM should have at least 40% of their appointment assigned to scholarship (research and/or creative endeavors).

Working title

A faculty member's "working title" (also known as a "business title") is how a faculty member's position at WSU is communicated externally, e.g., on WSU web pages, program documents, letterhead, email signatures, etc. Working titles are determined by the CVM based upon faculty member's ranks, track and sub-track as defined in this document (see below) and must be used uniformly by all units.

Faculty Categories – see WSU Faculty Manual (Section IB. Faculty Structure)

Contracts (Continuous, Fixed Term, Contingent) – See WSU Faculty Manual (Section 1B. Faculty Structure)

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Career track faculty sub-tracks

Career track faculty in the CVM are defined as academic or extension faculty at the rank of Assistant Professor, Associate Professor, or Professor. Career track appointments should include the career track designation, rank, type of contract (e.g. fixed term, continuous, or contingent) and sub-track designation (Clinical, Research, Scholar, or Teaching).

Upon hiring, faculty will be placed into the sub-track appointment that is most appropriate (i.e. best fits their assigned responsibilities). The appointment may be changed if the assigned position responsibilities change.

See the options under each sub-track below (and TABLE below) **for how these sub-track designations may be communicated externally via a faculty member's working title.** All applicable sub-tracks and working titles should be listed in each department's tenure and promotion guidelines.

Clinical sub-track

> Reiterated from WSU Faculty Manual (2020): *Clinical faculty are those whose primary responsibilities are clinical practice and/or the supervision and clinic-based instruction of professional students, interns, residents, and/or fellows. Many, but not all, will also have significant expectations in one or more of the following areas: (a) research, scholarship, or creative activity, (b) teaching, (c) outreach, (d) educational leadership, (e) administration, or (f) academic service. For example, these faculty may also play a role in the pre-clinical/pre-clerkship phases of the professional curriculum and/or perform clinical research. Promotion in this sub-track is based on significant achievement and/or a national/international recognition for excellence in clinical practice, teaching, educational leadership, and/or scholarship.*
>
> **Working titles for CVM faculty in the clinical sub-track** are Assistant Professor, Associate Professor, or Professor, with no mention of tenure track versus career track, or sub-track. The clinical sub-track designation is intended only for internal use (i.e. at the program, department, college, and/or university levels) and ordinarily should not be employed on program, department, college and/or university websites or documents.

Research sub-track

> Reiterated from WSU Faculty Manual (2020): *Faculty in the research sub-track are in research appointments who predominantly conduct research, scholarship, or creative activity and who may serve as principal or co-principal investigators on grants or*

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contracts administered by the university. In general, these faculty will have no significant teaching or service expectations unless those responsibilities are negotiated and commensurate funding support is provided. Office and research space and start-up funds and salary may be provided. Promotion in this sub-track is typically based on traditional measures of research or scholarship, i.e., publication, extramural funding, and national or international reputation.

Working titles for CVM faculty in the research sub-track are Assistant Professor, Associate Professor, or Professor, with no mention of tenure track versus career track.

Scholar sub-track

Reiterated from [WSU Faculty Manual](#) (2020): *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, (f) practice, (g) educational leadership, (h) administration, or (i) academic service. Most faculty in this sub-track will 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 effectiveness, and achievement or recognition in one or more of the additional areas (e.g., research/scholarship, educational leadership, outreach, etc.).*

Working titles for CVM faculty in the scholar Sub-track are Assistant Professor, Associate Professor, or Professor, with no mention of tenure track versus career track, or sub-track. The scholar sub-track designation is intended only for internal use (i.e. at the program, department, college, and/or university levels) and ordinarily should not be employed on program, department, college and/or university websites or documents.

Teaching sub-track

Reiterated from [WSU Faculty Manual](#) (2020): *Faculty in the teaching sub-track are those whose primary responsibility is teaching or student advising and with little or no additional expectations in research, scholarship, creative activity, leadership, or academic service. Faculty with a teaching appointment will often have large teaching commitments according to their assignment and contract. In some colleges, teaching may involve teaching in a clinical setting. Promotion criteria will be determined by the department and college but should include evidence of teaching effectiveness and innovation. Carrying a large teaching load and receiving good student ratings is not sufficient for promotion in this sub-track. Applicants for promotion are expected to demonstrate innovation, a scholarly approach to teaching and evidence of teaching effectiveness beyond student reviews.*

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Working titles for CVM career track faculty in the teaching sub-track will include Assistant Professor, Associate Professor, or Professor, with no mention of tenure track versus career track, or sub-track. The teaching sub-track designation is intended only for internal use (i.e. at the program, department, college, and/or university levels) and ordinarily should not be employed on program, department, college and/or university websites or documents.

Short-term Faculty

Short-term faculty may hold one-semester to three (3) year fixed term or contingent contracts. For short term faculty in the CVM, the appointment may be lecturer, visiting, adjunct, adjoint, affiliate, research associate, or postdoctoral research associate/fellow. For more information on each appointment, see the WSU Faculty Manual.

WSU CVM Working Titles [a]

Track	Tenure	Career			
Sub-Track	Not applicable [b]	Clinical	Teaching	Scholar	Research
Working Title [a]					
1	Assistant Professor	Assistant Professor [c]			
2	Associate Professor	Associate Professor [c]			
3	Professor	Professor [c]			
d	Regents Professor	not applicable			

a: A faculty member's "working title" (also known as a "business title") is how a faculty member's position at WSU is communicated externally, e.g., on WSU web pages, program documents, letterhead, email signatures, etc. Working titles are determined by the CVM based upon faculty member's ranks, track and sub-track as defined in this document and must be used uniformly by all units.

b: In the WSU CVM, all tenure track appointments must include at least 40% research assignment. See WSU CVM Aligning Values & Practices document adopted 06-01-2018. CVM Policies

c: Working titles for CVM faculty in these sub-tracks are Assistant Professor, Associate Professor, or Professor, with no mention of tenure track versus career track, or sub-track. the sub-track designations are intended only for internal use (i.e. at the program, department, college, and/or university levels) and ordinarily should not be employed on program, department, college and/or university websites or documents.

d: The total number of WSU Regents Professor is limited and selection criteria are defined by WSU.

Appointment and Promotion

OVERVIEW: According to university policies, individual faculty members at WSU are always assessed according to their individual position descriptions / job offers (i.e. % research, % teaching, etc.). Guidelines for meeting expectations in the CVM are defined below for all Career Track Faculty appointments. An important goal of the CVM is to make those 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 job offers include a clear position description and/or role description that includes the faculty member's assignment and responsibilities relative to each college mission. Similarly, regardless of appointment track or sub-track, all faculty MUST have clear position descriptions/role statements. Faculty position descriptions sometimes change as responsibilities are altered in response to a unit's needs and/or a faculty member's recognized strengths, weaknesses, and/or preferences. When position descriptions change, these changes must be carefully documented in submitted promotion materials and the candidate assessed accordingly.

All career track assistant professors should undergo an **intensive third year review**, identical to what tenure track assistant professors undergo.

> As stated in the [WSU Faculty Manual](#) (Section III C 4. Review of Faculty): "*Faculty eligible for promotion are strongly encouraged to request an intensive review, in lieu of a comprehensive or abridged review, every four (4) to six (6) years to help prepare materials for promotion. Notice of the request to undergo an intensive review by the faculty member must be communicated by the due date set by the chair. It is within the authority of the chair or dean to recommend an intensive review, but it is the faculty member's purview to choose between an intensive or comprehensive review.*"

Career track faculty members are typically not considered for promotion to Associate Professor prior to the sixth year of service at the rank of Assistant Professor. Exceptional candidates may be offered the opportunity to advance in rank prior to the sixth year of service. If promotion to Associate Professor is not pursued or is not granted, faculty may remain at the rank of Assistant Professor and be reappointed to subsequent terms depending upon their appointment (fixed term, continuous, contingent) if satisfactory work continues.

Promotion to Professor in the career track requires significantly more than time in rank and continuing to generate the outcomes that allowed for promotion to Associate Professor. Career track faculty members are not typically considered for promotion to Professor prior to the 6th year of service at the rank of Associate Professor.

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- Faculty who are promoted to Professor are expected to demonstrate outcomes and impact that extend well beyond their basic assignment. More specific criteria are provided under each sub-track (below) but examples include outcomes that significantly expand or enhance programs, benefit colleagues, increase the CVM's reputational status outside the college and/or university, and lead to a national or international reputation.
- Further, faculty aspiring to or attaining the Professor rank are expected to demonstrate leadership from the ranks and/or by taking on leadership responsibilities through committees, task forces, or programs.

Clinical Sub-Track – Appointment and Promotion

In this sub-track, promotion is based on significant achievement and/or a national/international recognition for excellence in clinical practice, diagnostic service, or extension. Depending on appointment, most will also be expected to demonstrate excellence and/or significant achievement in teaching (notably in the clinical 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 also be expected to demonstrate excellence and/or significant achievement in educational leadership and/or scholarship.

General Statement on Excellence in Clinical Practice and Clinical Instruction
The acquisition of appropriate board certification is judged as documentation of technical competence and is expected of clinical track faculty when appropriate to the focus of their clinical expertise.

In considering the clinical practice, supervision, and instruction presented for promotion in this track, 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 and clinical practice. Of particular value is the extent to which a faculty member's individual clinical service and instruction contributes 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, especially when it is accompanied by evidence of effectiveness, can thus also be an element of a promotion case in this sub-track.

Similarly, when appropriate for the specific appointment, scholarship in this sub-track may be focused on applied professional practice or teaching as well as basic disciplinary research.

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 likely vary by discipline and should be defined in part by the expectations of a candidate's home department.

For its part, the College 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 areas identified above:

- **Growth:** candidates should demonstrate increasing levels of accomplishment, responsibility, engagement, and/or leadership.
- **Coherence:** candidates should demonstrate developing a particular expertise and a recognizable professional profile.
- **Impact:** candidates 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 research, 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 thus accorded lesser significance.

Promotion to Associate Professor in the Clinical Sub-track
While contractual expectations (job description) will inform any individual case for promotion to Associate Professor in the Clinical Sub-track, initial promotion within this career track is most frequently determined by a continuing excellence in clinical practice and/or instruction (including clinical instruction) and an emerging record of sustained accomplishment in the 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 practice, candidates are expected in the first instance to have provided consistently high-quality,

evidence-based, and empathetic care to patients and clients. Particular attention will also 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.

For specific examples of evidence of primary clinical service or extension excellence, see APPENDIX, Section A.

When a faculty member's assigned responsibilities entail formal classroom-based instruction, it will be evaluated in accordance with the "General Statement on Excellence in Teaching" detailed elsewhere in this document (under Scholar Sub-track). These general statements on excellence also apply to clinical teaching.

Proportionate to contractual expectations (i.e. position description), performance in the secondary area(s) is to be assessed using the criteria detailed above, with particular attention being paid to the qualities of coherence and growth.

In terms of impact, candidates emphasizing work internal to WSU, such as advising or support of services provided to the campus community, should demonstrate an emerging reputation for individual excellence and engagement.

Candidates emphasizing externally facing work, such as research/scholarship/creative activity or the provision of external services or professional and educational outreach in clinically relevant areas, should demonstrate an emerging regional or national reputation in these areas. Letters of support detailing this activity and its impact can be included among a candidate's materials.

External review of the promotion dossier by at least 4 impartial reviewers (from outside WSU) is required.

Promotion to Professor in the Clinical Sub-track

While contractual expectations will inform any individual case for promotion to Professor, promotion to this rank is most frequently determined by a continuing excellence in clinical practice and/or instruction that is accompanied by a sustained record of accomplishment and leadership in the secondary area(s) relevant to the candidate's appointment. However, as noted above and below, 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 will be evaluated in adherence with the criteria detailed above. In particular, candidates are expected to have extended their individual excellence in clinical practice, extension, 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.

In their primary role of clinical practice and instruction, candidates for promotion to Professor who have teaching expectations 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, and classroom or curricular versatility. When that work entails formal classroom-based instruction and/or clinical teaching, it will be evaluated in accordance with the "General Statement on Excellence in Teaching" detailed elsewhere in this document. The statement should be explicitly directed at clinical instruction when this is the primary teaching responsibility.

Proportionate to contractual expectations (i.e. position description), performance in the secondary area(s) is to be assessed using the criteria detailed above, with particular attention at this level being paid not only to continuing potential for growth but also impactful leadership.

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 research/scholarship/creative activity or public engagement and policy efforts, should demonstrate an established regional, national, or international reputation in these areas.

Together such qualities reflect a concern with the larger dimensions of accomplishment appropriate to this rank. Letters of support detailing this activity and its impact should be included among a candidate's promotion materials and these supporting documents should be considered by at least three (3) external reviewers.

External review of the promotion dossier by at least 4 impartial reviewers (from outside WSU) is required for promotion to Professor.

Approved by the CVM Faculty Executive Committee on 4/2/2021

Research Sub-track – Appointment and Promotion

CVM Faculty in the research career track generally have appointments that are predominantly or exclusively focused on research, scholarship, or creative activity. They may also serve as principal or co-principal investigators on grants or contracts administered by the university. Particular 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 all or significant portions of their own 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 6 years. Faculty in the research sub-track may remain at the Assistant Professor level so long as 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.

Promotion in this sub-track is typically based on traditional measures of research or scholarship, i.e., publication, extramural funding, and national or international reputation. As such, promotion reviews for faculty in the research career track should be informed in the first instance by the specific workload expectations detailed in the candidate's contract (job description). In general, however, the high level of research/scholarship/creative activity workload for faculty in this sub-track will be reflected in commensurately high expectations for productivity and impact in this area.

Similarly, these faculty will have no significant teaching or service expectations unless those responsibilities are negotiated and commensurate funding support is provided. Where core research obligations involve the individual supervision and/or mentoring of undergraduate or graduate students, however, this work should also be evaluated in any promotion review.

Promotion to Research Associate Professor

> While contractual expectations (position description) will inform any individual case for promotion to Research Associate Professor, initial promotion within this career track is most frequently determined by a candidate's record of accomplishment and growth in the area of research, scholarship, and creative activity. 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 contribution to collaborative work should be clearly described in the candidate's promotion dossier.

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The particular markers of accomplishment in this sub-track will vary by discipline but will frequently include considerations of productivity in publication, creative performances, and exhibitions; significance of venues for such work; effectiveness in securing extramural funding; and the successful application of research to partnerships with industry, governmental agencies, and other public or private entities. In all cases, however, the candidate will be expected to demonstrate in such areas an emerging national or international reputation, as well as the capacity and likelihood for continued excellence. Where student supervision and mentoring are included in workload expectations, the candidate is expected to have demonstrated effective communication, support for student professional development, and adherence to departmental or unit expectations.

External review of the promotion dossier by at least 4 impartial reviewers (from outside WSU) is required.

For examples of evidence of achievement and/or excellence in research, please see Appendix, Part B.

Promotion to Research Professor

While contractual expectations will inform any individual case for promotion to Research Professor, promotion to this rank is most frequently determined by a record of sustained accomplishment in the area of research, scholarship, and creative activity. In addition, candidates who work collaboratively in labs, multi-person initiatives, or research or performance groups are also expected not only to contribute positively to such groups but also take on informal or formal leadership roles that amplify the effectiveness of these groups. A candidate's individual contribution to collaborative work should be clearly described in the candidate's promotion dossier.

The particular markers of accomplishment in this sub-track will vary by discipline but will frequently include considerations of productivity in publication, creative performances, and exhibitions; significance of venues for such work; effectiveness in securing extramural funding; and the successful application of research to partnerships with industry, governmental agencies, and other public or private entities. In all cases, however, the candidate will be expected to demonstrate in such areas an established national or international reputation, as well as the capacity and likelihood for continued excellence.

Evidence of leadership of an independent research agenda is required. Where student supervision and mentoring are included in workload expectations, the candidate is expected to have demonstrated effective communication, support for student professional development, and adherence to departmental or unit expectations.

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External review of the promotion dossier by at least 4 impartial reviewers (from outside WSU) is required for promotion to Professor.

Scholar Sub-Track-– Appointment and Promotion

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, (f) practice, (g) educational leadership, (h) administration, or (i) academic service.

Most faculty in this sub-track will 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 (e.g., research/scholarship, educational leadership, outreach, etc.).

Given the resulting diversity of such appointments, and in particular 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 contract / 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 thus not necessarily be considered an impediment to a candidate's promotion. In some cases, successful faculty members who have changes in responsibilities may need more time in their current rank in order to achieve the credentials necessary for promotion to the next rank.

General Statement on Excellence in Teaching

In considering the teaching presented for promotion, the CVM values most highly a demonstrated record of achievement and growth – i.e. a record that demonstrates evolution and innovation in a faculty member's teaching over time.

The College 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, can thus also be an element of a promotion case in this track.

In the CVM, clinical teaching is the primary means by which many faculty teach. It is also among the most transformative learning experiences our college offers. Although clinical teaching cannot be easily separately from clinical service (especially in the WSU VTH or WADDL), it should also be considered **separately** – i.e. also assessed and rewarded outside

a faculty member's clinical service/outreach appointment as an essential component of his/her/their *teaching* appointment.

Excellence in teaching should be presented and assessed through multiple measures and with an 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.
- Additional measures of teaching excellence may include peer 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.
- Two peer evaluations of recent teaching (within the prior four years of an application and separated by 1-2 years) must be included in the candidate's promotion materials for promotion to associate professor. One peer evaluation of recent teaching (within the last 3 years) must be included for promotion to professor. The peer review process reported in promotion materials should be an evidence-based, holistic process (i.e. it should involve multiple observers/reviewers, multiple teaching observations, pre- and post-observation discussions, and a review of teaching artifacts such as learning objectives, class notes, exams, and presentation materials). Outcomes of the local peer review process should be shared with external reviewers during the promotion review process.

Given the potential range of secondary areas available to scholarly 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 its manner of production and dissemination will also likely vary by discipline and should be defined in part by the expectations of a candidate's home department.

For its part, 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 secondary areas identified above:

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

- **Coherence:** candidate should develop a particular expertise and a recognizable professional profile.
- **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 research, 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 thus accorded lesser significance.

Faculty with significant teaching responsibilities should document their activities and outcomes (e.g. impact and effectiveness) using the **following six domain structure**.
- Some activities might fall into overlapping domains and the faculty member should place these in a single category of their choice.
- Importantly, few faculty, especially early in their career, are likely to be active in all domains and many will be active in just one or two. However, with promotion and time in rank (especially as approaching or attaining Professor rank), faculty are expected to have broader and more substantial impacts.

For examples of evidence that might be cited under each domain, please see Appendix, Part C.

Also see the Educator's CV guide that is posted by the Teaching Academy of the Consortium of West Region Colleges of Veterinary Medicine.

DOMAINS
1. Teaching
   a. Teaching activities, including clinical teaching
   b. Development of enduring educational materials
   c. Efforts to improve your teaching / faculty development
   d. Teaching honors and awards
2. Mentoring and Advising
3. Learner Assessment / Outcome Assessment
4. Educational Research / Scholarship
5. Curriculum and Program Development
6. Educational Leadership and/or Administration (for examples, see Appendix, Part D)

- Reference: Gusic ME, et al. Evaluating educators using a novel toolbox: applying rigorous criteria flexibly across institutions. Acad Med. 2014 Jul;89(7):1006-11. doi: 10.1097/ACM.0000000000000233. https://www.ncbi.nlm.nih.gov/pubmed/24662201

Promotion to Associate Professor in the Scholar Sub-track

While contractual expectations will inform any individual case for promotion to Associate Professor, initial promotion within this career track is determined by a continuing excellence in their primary area (most commonly teaching and/or student advising) and an emerging record of sustained accomplishment in the secondary area(s) relevant to the candidate's appointment (most commonly in the CVM, research/scholarship or educational leadership).

The teaching 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, with particular attention being paid to the demonstration of effective communication, accessibility of the course and assignments, support for student success, and the capacity for further development as a teacher. Proportionate to contractual expectations, performance should be assessed using the criteria detailed above, with particular attention being paid to the qualities of coherence and growth.

In terms of impact, candidates emphasizing work internal to WSU, such as advising or program development, should demonstrate an emerging reputation for individual excellence and engagement.

Candidates emphasizing externally facing work, such as research/scholarship/creative activity or public engagement and policy efforts, should demonstrate an emerging regional or national reputation in these areas. Letters of support detailing this activity and its impact should be included among a candidate's materials and provided to external reviewers as part.

External review of the promotion dossier by at least 4 impartial reviewers (from outside WSU) is required. Faculty for whom teaching is a significant part of their position description and thus a significant factor in promotion are encouraged to submit their promotion dossier to the Regional Teaching Academy for external peer review.

Promotion to Professor in the Scholar Sub-track

While contractual expectations (i.e. position description) will inform any individual case for promotion to Professor in the Scholar Sub-track, promotion to this rank is determined by a continuing excellence in their primary area (most commonly teaching and/or student

advising) and a sustained record of accomplishment and leadership in the secondary area(s) relevant to the candidate's appointment (most commonly in the CVM, research/scholarship or educational leadership). 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 innovation, and achievement or recognition in one or more of the additional areas (e.g., research/scholarship, educational leadership, outreach, etc.).

The teaching of candidates for promotion to Professor in the Scholar Sub-track will be evaluated in adherence with the criteria established for promotion to Professor in the Teaching Sub-track (see below). Candidates for promotion to Professor who have teaching expectations are expected to demonstrate continuing effectiveness in the classroom, 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, and classroom or curricular versatility.

Proportionate to contractual expectations, performance should be assessed using the criteria detailed above, with particular attention at this level being paid not only to continuing potential for growth but also impactful leadership.

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 research/scholarship/creative activity or public engagement and policy efforts, should demonstrate an established regional, national, or international reputation in these areas.

Together such qualities reflect a concern with the larger dimensions of accomplishment appropriate to this rank. Letters of support detailing this activity and its impact can be included among a candidate's materials.

External review of the promotion dossier by at least 4 impartial reviewers (from outside WSU) is required for promotion to Professor.

Teaching Sub-Track – Appointment and Promotion

Faculty in the teaching career sub-track are those whose primary responsibility is teaching or student advising with little or no additional expectations in research, scholarship, creative activity, leadership, or academic service. Faculty with a teaching appointment will often have

large teaching commitments according to their assignment and contract. In the CVM, teaching may involve teaching in a clinical setting. However, few faculty in the teaching sub-track in our college will have significant clinical service responsibilities.

General Statement on Excellence in Teaching – [*See above under Scholar Sub-track*](#). *For examples that might be cited as evidence of achievement and/or excellence in teaching, also see* [*Appendix, Part C*](#).

Promotion to Associate Professor in the Teaching Sub-track
Candidates for promotion to Associate Professor in the Teaching Sub-track are expected in the first instance to demonstrate that their teaching effectively supports course and unit learning outcomes, and that it reflects the current state of knowledge and pedagogy in the discipline. Assignments in service or research, scholarship, and creative activity will be evaluated by the standards applied to the evaluation of secondary areas within the scholarly track, with particular expectations conditioned by the faculty member's contractual workload (i.e. position description).

Regarding teaching, 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, the College also particularly values the capacity and commitment for further development as a teacher, especially when these qualities build upon the pedagogical growth a faculty member has already pursued as an Assistant Professor. Versatility in the classroom, as shown either by teaching a range of classes or by pursuing new methods of teaching within regularly reoccurring set of courses, can also demonstrate that a faculty member continues to develop as a teacher. Such qualities help ensure the continuing level of excellence appropriate to a more senior position in this track.

As described in the Scholar Sub-track, student evaluations are required. However, student evaluations are an insufficient measure of teaching effectiveness when used alone. Student quantitative evaluations and narrative feedback should always be accompanied by other measures, including holistic peer review of teaching and teaching materials. Best practices and guidelines for assessing teaching are outlined under the Scholar Sub-track.

External review of the promotion dossier by at least 4 impartial reviewers (from outside WSU) is required. As in all tracks and sub-tracks, faculty for whom teaching is a significant part of their

position description and thus a significant factor in promotion are encouraged to submit their promotion dossier to the Regional Teaching Academy for external peer review.

Promotion to Professor in the Teaching Sub-track
Candidates for promotion to Professor are expected to demonstrate continuing effectiveness in the classroom, as well as elements of pedagogical growth and leadership beyond that which would characterize promotion to Teaching Associate Professor. Assignments in service or research, scholarship, and creative activity will be evaluated by the standards applied to the evaluation of secondary areas within the scholarly track, with expectations conditioned by the faculty member's contractual workload expectations.

Candidates for promotion to Teaching Professor should demonstrate not only sustained excellence in classroom teaching but also innovation and further growth in their pedagogy, course and assignment design, and efforts toward student success. 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 growth, 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 also particularly 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 take on 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.

As with other career track sub-tracks, promotion to Professor in the Teaching Sub-track requires significantly more than time in rank and continuing to generate the outcomes that allowed for promotion to Associate Professor. Faculty who are promoted to Professor are expected to demonstrate outcomes and impact that extend well beyond their basic assignment. Examples include creation of new courses or new programs, large scale revision of existing courses, significant expansion or enhancement of existing programs, curriculum renewal, teaching and mentoring colleagues in teaching, and peer review of teaching in the CVM.

Likewise, a Professor 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 from the ranks and/or by taking on leadership responsibilities through committees,

task forces, or programs. Letters of support detailing this activity and its impact can be included among a candidate's materials.

External review of the promotion dossier by at least 4 impartial reviewers (from outside WSU) is required for promotion to Professor.

APPENDIX 1 - Examples of evidence of achievement and/or excellence in each mission

A. Outreach & Engagement: clinical service, diagnostic service, or extension
B. Scholarship: research and/or creative activity
C. Teaching & Learning
D. Academic Service, Governance, & Leadership
E. Professional Service – from the CVM Alignment Initiative (approved 06-01-2018)

PART A: Outreach & Engagement - Examples of evidence of achievement and/or excellence in clinical service, diagnostic service, or extension

A1: Strong positive reviews from constituents, peers, and unit/college leaders regarding quality of service, effectiveness of communication and/or outcomes - including reviews and satisfaction reports from:

- Clients (e.g. in the VTH or WADDL) and/or constituents
- Referring veterinarians
- Federal and/or state regulatory agencies (State Animal Health Officials, USDA, FDA, CDC)
- Producer groups and organizations
- Staff
- Interns, residents, and graduates
- Veterinary students
- WSU peers, notably faculty who have similar responsibilities and opportunities for direct observation
- Supervisors
- External reviewers and extramural peers

A2: Strong evidence of clinical excellence in improving, developing and/or growing a clinical service, unit, or extension unit:

- Additional certification, especially when it addresses a college or unit need
- Positive case load, turnaround time of laboratory results, and/or revenue data
- Application, expansion, and/or development of new approaches that lead to documented increases in quality of clinical service and/or improved clinical outcomes – especially approaches or procedures that address an important need
- Outreach, clinical service, or diagnostic service efforts that address an identified community and/or stakeholder need
- Outreach, clinical service, or diagnostic service efforts that address a regional, national, or global need

- Evidence of strong positive contributions to workplace wellness and morale
- Evidence of strong positive contributions to diversity, inclusion, and equity
- Evidence of leadership, notably leadership that led to significant, documentable positive change

A3: Evidence of clinical scholarship:

- Publication of clinical research
- Success in acquiring extramural funding for clinical work and/or clinic-based research
- Podium and poster presentations at scientific / veterinary medical meetings – regional, national, and/or international
- Invitations to speak regarding a clinical specialty, clinical problem, or clinical/extension approach
- Invitations to write review articles about a developed clinical interest or expertise

A4: Evidence of achievement and/or excellence in outreach/extension

- Outreach or extension efforts that address a local (community), regional, national, global and/or stakeholder need. Examples include:
    - development and dissemination of new methods for addressing or preventing animal and/or public health problems
    - trainings of veterinarians, physicians, technicians, and other professional personnel to build laboratory capacity, technical capability, etc.
    - training producers and other constituencies

A5: Evidence of excellent clinical teaching

- Evidence of a scholarly, evidence-based approach that fosters life-long learning, clinical problem solving, and positive learning outcomes
- Examples of faculty development efforts that led to new practices and improved outcomes – e.g. unique approaches to case-based clinical rounds, evidence-based feedback methods, data interpretation, outcome assessment, etc.
- Evidence of transformational effects – e.g. clinical teaching awards that reflect a sense of extraordinary high impact on students, trainees, and/or others
- Evidence of student and trainee success
- For faculty in the clinical sub-track who also have significant responsibilities in the CVM's pre-clinical teaching and/or undergraduate programs, see the *General Statement on Excellence in Teaching* elsewhere in this document and the expectations for promotion under the Scholar and Teaching sub-tracts for examples.

A6: OUTREACH AND ENGAGEMENT HONORS AND AWARDS
- List any significant clinical service, diagnostic service, and/or extension awards.

- Indicate year and criteria for award (e.g. nomination and/or criterion-based selection process).
- Clearly indicate whether awards are either departmental, college, university, regional, national, or international.

PART B: Scholarship - Examples of achievement and/or excellence in research and/or creative activity

Examples include:
- Peer reviewed publications
- Manuscripts submitted for review, under revision, or in preparation – separate headings
- Non-peer reviewed publications such as books, reviews, editorship of a proceedings, etc.
- Extramural grant proposals funded
- Intramural grant proposals funded
- Grant proposals – submitted, but not funded (last 5-6 years only, separate extramural and intramural)
- Research podium and poster presentations
- Invited presentations at national/international meetings, other institutions, etc.
- Keynote or symposium addresses at national/international meetings
- Engagement with professional societies (organizing meetings, symposia, etc.)
- Involvement in research evaluation (e.g., editorships, grant review panels, etc.)
- Patents and intellectual property licensing
- Collaborative research – with your specific role explained

☐ For grant proposals: indicate title, funding source, funding period, dates, budgetary dollar amount, name of Principal Investigator(s), and your specific role(s)*, including percent commitment. Clearly indicate via separate sub-headings extramural versus intramural grants. * It is particularly important to add a statement that clearly defines your role for grants on which you were/are Co-PI or Co-Investigator.

☐ For presentations: indicate title, authors, venue, date, audience, your role, and invited versus peer-reviewed or non-peer reviewed abstract, poster versus podium presentation, and additional relevant information.

☐ For publications: provide citation.
   - Use sub-headings to separate peer-reviewed versus non-peer-reviewed.
   - Use sub-headings to separate published/in press from submitted, under revision, and in preparation.

Approved by the CVM Faculty Executive Committee on 4/2/2021

- Your department may ask you to provide an h-index *, which is designed to quantify an individual's scientific research output ([J.E. Hirsch](#)). The h-index attempts to measure both the scientific productivity and the apparent scientific impact of a scientist. The index is based on the set of the researcher's most cited papers and the number of citations that they have received in other people's publications.
- To demonstrate impact for individual publications, consider providing additional data* and/or a short statement. For example, evidence to support impact might include number of citations for each publication, number of website downloads, number of users (i.e., # of instructors who now use a published curricula, # of students at other institutions who participated in your curricula), or number of references from other disciplines (i.e., evidence of cross-disciplinary applicability). Alternatively, you can contextualize the significance of the work by briefly describing how the publication advances the field, influences policy or practice, effects positive change for a constituency, has influence in another field, institution, or organization, etc.
- A strongly recommended practice is to clarify your role on publications, especially if the order of authors is not indicative and/or the author list is long. A short statement of your role will usually suffice. Others use footnoted annotations and a legend that defines various contributions (*e.g., a. Developed the initial idea; b. Obtained or provided funds or other resources; c. Collected data; d. Analyzed data;e. Wrote/created product; f. Edited product; etc.*)

  * *Please note that supporting evidence will vary by research/creative activity. For example, common metrics like the h-index and citation numbers only capture work that gets cited and may not capture work that has other forms of impact (e.g., economic, changes in practices, effects on under-represented minorities, etc.). Further, interpretation of the h-index should take into consideration the discipline and career stage of the researcher.* (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6448198/)

☐ List and briefly summarize any work being carried on collaboratively with other faculty, whether at your home institution or with other institutions. Indicate the research goals and your role(s).

PART C: Examples of achievement and/or excellence in Teaching & Learning

DOMAIN #1: TEACHING
Teaching is defined as any organized activity that fosters learning and the creation of associated instructional materials.

Domain 1a: TEACHING ACTIVITIES   Examples of teaching activities may include:

- Classroom/Online/Alternative teaching & structured labs (undergraduate, graduate, DVM students, interns & resident didactic teaching), i.e. any didactic teaching
- Teaching students/house officers while conducting medical service (veterinary teaching hospital, diagnostic pathology, etc.), i.e. clinical teaching
- Teaching and mentoring students conducting research (undergraduate, graduate, post-doc, DVM, interns, residents), i.e. **teaching** in a laboratory situation
- Facilitating formal student discussions and clinical reasoning (Foundations, Case Discussions, etc.)
- Continuing Education (for other professionals)
- Training activities that address a local (community), regional, national, global and/or stakeholder need. See Part A (outreach & engagement) for examples – e.g. training of other professionals and para-professionals in a laboratory technique or quality assurance.
- Service learning that integrates community service into the learning experiences
- Other teaching (e.g. presentations to student clubs, events)
- Coordinating courses (graduate, undergraduate, DVM, intern, resident courses)
- Enhancing and updating current courses and pedagogical tools

Examples of measures to quantify teaching activities may include:
- Number of contact hours of classroom/online/alternative teaching (total number of hours spent in class)
- Number of contact hours teaching and conducting medical service in the clinics (combined) *Note: Not all hours in the clinics are teaching*
- Number of contact hours teaching while conducting research *Note: Not all hours in the lab are teaching*
- Number of hours formally facilitating discussions and clinical reasoning
- Number of hours teaching Continuing Education
- Number of hours involved with service learning
- Number of hours teaching student clubs/groups
- Approximate number of hours involved with coordinating course(s)
- List number of hours in efforts to enhance and update current course(s)

- ☐ List all significant teaching activities. Whenever applicable include course name and number.
  These may be subdivided into logical sub-categories such as:
    - Undergraduate, professional, graduate student teaching, house officer, etc., or
    - Traditional didactic (classroom), online, clinical teaching, classroom + lab, etc.
- ☐ Provide a brief description of the activity and your role (instructor, facilitator, course director, etc.)
- ☐ Quantify – i.e. indicate year or years; number or average number of students; number of credits; and number of contact hours (e.g. # lectures).
- ☐ If possible, provide outcomes / evidence of effectiveness

- Summary of student evaluations / student survey results - with college or department means for comparison
- Peer review/observations (e.g. names of reviewers)
- Outcomes – student successes, etc.

Domain 1b: DEVELOPMENT OF ENDURING EDUCATIONAL MATERIALS (if applicable)

Enduring instructional materials are used repeatedly and/or used by others.
Examples of enduring materials might include:
- Producing an educational video
- Developing teaching cases [e.g. Problem Based Learning (PBL)] cases, Diagnostic Challenge cases, etc.)
- Authoring a textbook or textbook chapter
- Authoring test questions for national testing organizations
- Writing computer-based instructional programs

☐ List activities and/or products
☐ Indicate specific dates of this activity to document time & effort, especially if substantial
☐ Indicate your specific role (e.g. author, co-author, collaborator, etc.)
☐ Indicate if materials were peer-reviewed and briefly explain how they were reviewed
☐ What were the goals/objectives?
☐ Outcome/use: briefly indicate how the product is being used, by whom, and its impact.

Domain 1c: EFFORTS TO IMPROVE YOUR TEACHING / FACULTY DEVELOPMENT

Examples of relevant individual professional development may include:
- Seminars & workshops
- National/international conferences on education
- Educational sessions at professional association meetings or research conferences
- Journal clubs focused on teaching & learning
- Local and/or regional Teaching Academy events
- Your personal practices
- Other items related to individual instructional professional development

☐ List specific activities that reflect a scholarly approach to teaching.
☐ Provide title, dates, location, and brief description (including your role)
☐ Provide evidence that these activities informed and/or changed your teaching (i.e. when appropriate, briefly indicate how a listed activity affected your teaching methods and/or altered outcomes. How did it impact what you were doing as an instructor?)

Domain 1d: TEACHING HONORS AND AWARDS

- ☐ List any significant teaching awards.
- ☐ Indicate year and criteria for award (e.g. student selected versus a nomination and/or criterion-based selection process).
- ☐ Clearly indicate whether awards are either departmental, college, university, regional, or national.

DOMAIN #2: MENTORING and ADVISING

Mentoring is a process in which an experienced professional gives a person with relatively less experience guidance, teaching, and development to achieve broad professional goals. (from AAMC Toolbox)

Examples of activity may include:

- Chair of thesis committees (PhD versus MS)
- Member of thesis committees (PhD versus MS)
- Primary advisor for a resident or intern
- Advisor for a post-doctoral research fellow
- Mentor for a resident or intern
- Mentor (or evaluator) for an undergraduate honors thesis
- Advisor for undergraduate or DVM student research project
- Professional student advising (e.g. senior paper, capstone project, etc.)
- Advisor for graduate student rotation project
- Advisor for visiting summer student
- Mentoring novice educators in teaching (other faculty, post-docs, grad students, residents)
- Peer review / formal peer observation of other instructors
- Formal teaching mentor for a CVM faculty member
- Letters of recommendation written for students (number and types)
- Other relevant mentoring or advising activities

- ☐ Organize / sub-divide by type of activity (e.g. Major advisor for PhD candidates)
- ☐ List name of each advisee
- ☐ Indicate time frame for mentoring relationship (e.g. August, 2019 – present)
- ☐ Document your time & effort, especially if substantial
- ☐ Your specific role(s) (if not obvious, provide a brief description of each activity)
- ☐ Mentoring topic (e.g. title of project or thesis, specialty area, etc.)

- ☐ Provide outcomes / evidence of effectiveness (these can be coupled to previous listings)
  Examples of outcomes include:
  - Presentations and publications (citation; title, date, venue)
  - Successfully passed specialty boards (date)
  - Successfully passed preliminary exam (date)

- Successful undergraduate honors thesis – passed with distinction
- Resulted in coauthored paper with resident as first author
- Masters awarded (date) and moved to a position with ….… at …...?
- PhD awarded (date) and moved to a post-doctoral position with […*advisor name*…] at […*institution & location*...]?
- Intern successfully competed for residency in […*discipline (e.g. neurology)*..] at […*institution/hospital & location*…]
- Resident successfully competed for a faculty or specialty practice position at …..
- Currently tenured Associate Professor at University of ……
- Advisor & advisee awards
- Outcomes from letters of recommendations (e.g. scholarships attained)
- Mentored faculty promoted or recognized for teaching effectiveness
- Other relevant outcomes or evidence of effective advising and mentoring

DOMAIN #3:   LEARNER ASSESSMENT / OUTCOME ASSESSMENT

Learner assessment is defined as all activities associated with measuring knowledge, skills, attitudes, and behaviors of learners so that judgments can be made about their performance. (AAMC Toolbox)

This section refers to activities that fall *outside* the learner assessment a faculty member does routinely in his/her/their assigned courses.
   Examples of instructional assessment may include:
- DVM: real time assessment, mini-CEX, OSCE, DOPS, capstone or clinical proficiency exam, etc.
- Graduate students: written and oral preliminary exams, etc.
- Undergraduate: capstone exams or projects, honor theses assessment
- Other relevant instructional assessment or outcome assessment examples
  _____

☐ Provide a brief description of each activity & your specific role(s)
   - Example Roles: instrument developer versus contributor/ grader/evaluator)
☐ Document your time & effort, especially if substantial
☐ Provide outcomes / evidence of effectiveness - Briefly, explain how this assessment information been used to help learners, to improve the curriculum, to revise programs, to address accreditation standards, and/or to improve your own teaching

DOMAIN #4: EDUCATIONAL RESEARCH / SCHOLARSHIP

Educational Research is defined as "a field of inquiry aimed at advancing knowledge of education and learning processes and development of tools and methods necessary to support this endeavor." [American Educational Research Association]

Educational Scholarship produces resources and materials specifically designed "to fulfill an educational purpose" and that have been peer-reviewed and disseminated for use by others in the field. [MedEdPortal, AAMC]

If you have products or activities that qualify as "traditional research", you may want to list these under separate educational sub-headings or otherwise mark them in some unique way.
   Examples of educational research and scholarship may include:
- Peer reviewed publications focused on teaching & learning
- Presentations on educational topics – local or external (e.g. other institutions, national meetings, etc.)
- Grant proposals funded
- Grant proposals – submitted, but not funded
- Scholarly collaborations in teaching & learning

☐ For grant proposals: indicate title, funding source, funding period, dates, budgetary dollar amount, name of Principal Investigator(s), and your specific role(s), including percent commitment. Clearly indicate extramural versus intramural grants.

☐ For presentations: indicate title, authors, venue, date, audience, your role, and invited versus peer-reviewed or non-peer reviewed abstract, poster versus podium presentation, and additional relevant information.

☐ For publications: provide citation. Separate peer-reviewed versus non-peer-reviewed. Clearly indicate published/in press/in preparation or submitted.

☐ List and briefly summarize any work being carried on collaboratively with other faculty, whether at your home institution or with other institutions. Indicate the research goals and your role(s).

DOMAIN #5:   CURRICULUM and PROGRAM DEVELOPMENT

Curriculum is defined as a longitudinal set of systemically designed, sequenced, and evaluated educational activities. (AAMC Toolbox) A program is something that is placed within or ideally outside the confines of an existing course or teaching assignment.

Examples of curriculum and program development may include:
- Building new programs and courses
- Revising existing programs and courses
- Curricular revision task force

- Redesign of a graduate program
- Other relevant examples

☐ List and briefly describe each significant activity
☐ List the goals / rationale behind the significant activity
☐ Briefly explain your specific role(s) – e.g. leader/initiator, collaborator, reviewer, etc.
☐ Document your time and effort for specific examples, especially if substantial
☐ Provide outcomes / evidence of effectiveness   e.g. Changes or improvements as a result of this work

DOMAIN #6:   EDUCATIONAL LEADERSHIP and/or ADMINISTRATION
- for examples, see Appendix, Part D - next)

PART D: Examples of evidence for achievement and/or excellence in Leadership and Administration/Academic Service & Governance

From the CVM Alignment Initiative – approved 06-01-2018
- **Academic service** (aka "institutional service")**:** *According to appointment and time on faculty, all faculty members are expected to contribute equitably and effectively to the institution. Therefore, each faculty member's appointment should include a percentage assigned to academic service (typically 5% or 10%, but scaled appropriately depending on individual expectations). **Academic service** is <u>defined</u> as service to the department, college and university.   Examples of academic service include activities as an active member and/or leader of essential committees. This kind of work is essential to addressing shared problems and achieving the college's overarching goals in all 3 primary missions. Thus, faculty who have large research appointments are expected to engage in academic service activities in the research domain (e.g. college research committee, departmental graduate advisory committees, etc.). Faculty with large teaching or clinical service/outreach appointments are expected to engage in activities in these domains (e.g. college admissions committee, curriculum committee, hospital or teaching steering committees and task forces, etc.). Especially at the Associate Professor and Professor levels (regardless of track), faculty are expected to contribute to and increasingly lead departmental or college committees and task forces.*

- As noted previously in this document, faculty aspiring to or attaining the Professor rank are expected to demonstrate leadership from the ranks and/or by taking on leadership responsibilities through committees, task forces, or programs.

Suggestions for reporting:

- ☐ Indicate any official administrative appointment(s) – with dates of appointment and brief description of responsibilities (e.g. Associate Dean, Director, Department Chair, etc.)
- ☐ Organize/sub-divide leadership activities by level of program/course or committee – e.g. department, college, university, regional or national
- ☐ List each activity and provided a brief description
- ☐ Clearly indicate specific role (e.g. chair, committee member, etc.) and duration of role (e.g. dates)
- ☐ Document time and effort, especially if substantial
- ☐ List and/or briefly explain primary accomplishments for each activity
- ☐ Provide outcomes / evidence of effectiveness e.g. Changes or improvements as a result of this work

Part D, subsection 2: Examples of evidence for achievement and/or excellence in EDUCATIONAL Leadership and Administration/Academic Service & Governance

Educational leaders achieve transformative results by leading others to advance educational programs, initiatives, and/or groups either at the local, regional, national or international level. (AAMC Toolbox for Medical Educators). The Educational Leadership and Administration Domain will be used by educators/faculty that have responsibilities in leading or administering the educational process at the local, regional, national, or international level. The following list of roles is not exhaustive but will provide the educator with examples that would fit into this Domain.

Examples of educational leadership and administration may include:

- Service as Educational Leader (Administrative appointment)
- Educational program/course/section director or coordinator
- Chair or leader of educational committee or task force
- Organizing and/or making presentation for professional development of teaching/education
- Serve as an editor or reviewer for educational journals
- Hire and/or manage teaching assistants
- Leadership activities/roles associated with organized educational groups (example: Western Veterinary Teaching Consortium/Academy, local Teaching Academy, American Society for Microbiology, AAVMC's Primary Care Veterinary Educators, etc.)
  Examples of leadership roles:
    - ✓ Steering Committee member
    - ✓ Workshop/seminar organizer
    - ✓ Host for invited speaker
    - ✓ Book club or interest group organizer
    - ✓ Designated chair or co-chair for Teaching Academy initiative or working group
- Citizenship activities in support of teaching program & students. Examples include:
    - ✓ Committee membership – Admissions, Curriculum, Scholarship, Student Progress, etc.
    - ✓ Student – Faculty council

Part E. Professional Service

From the :

- **Professional service activities, including peer review of manuscripts and research proposals, are considered and assessed as an inherent part of a faculty member's research, teaching, or clinical service/outreach appointment** (see next).

- **Engagement in peer review** (e.g. manuscript review, external proposal review, etc.) is an expectation of faculty engaged in research/scholarship in proportion to their appointment. It typically contributes to reputation building and to moving a faculty member's research program forward. These activities should be considered within a faculty member's research activities (i.e. not considered academic service).
- **Engagement in peer review of teaching** is an expectation of faculty with significant teaching appointments (notably those with $\geq$ 40% teaching, including clinical teaching) and should be considered within their teaching activities (i.e. not considered academic service).
- As the CVM, VTH, and WADDL look to better assess and improve clinical service and outreach, **engagement in peer review of clinical service** is likely to become an expectation of at least some faculty with significant clinical service/outreach appointments. These activities should be considered within a faculty member's clinical service activities.

Suggestions for reporting professional service: See suggestions above under Academic Leadership/Service - Appendix, Part D; insert under most related mission/position responsibility

Appendix 2: A sample timetable for promotion & tenure review in the CVM.

The following is an example timetable for preparing and evaluating promotion documents. The Chair/Director may appoint a unit promotion committee to accomplish some of the tasks designated below to the Chair. In all cases, a separate Chair/Director's report is required.

Typical schedule for a new Assistant Professor:

- Start Date = any date in **Calendar Year X** (regardless of month; e.g., January, July, and December are all equivalent)
- 3rd Year Review: Requested material submitted by candidate in early spring semester of **Calendar Year X + 3**
- Promotion/Tenure packet: Submitted by candidate in spring/early summer of **Year X + 5** (i.e., end of 5th academic year)

- Promotion/Tenure packet reviews at department & college levels: Summer-early fall of **Year X + 5** (i.e., during 6th academic year)
- Promotion/Tenure packet review at Provost level: begins November-December of **Year X +5** (continues in January and February of following year)
- Promotion decisions announced: Spring of **Year X + 6** (typically late February or March)
- Promotion and/or Tenure effective: July or August of **Year X + 6**

September – December: If required or recommended, candidate makes presentation to department (not all departments do this, and some do this early in the next academic year).

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February – early March: Candidate submits intensive review materials.

As stated in the WSU Faculty Manual (Section III C 4. Review of Faculty): "*Faculty eligible for promotion are strongly encouraged to request an intensive review, in lieu of a comprehensive or abridged review, every four (4) to six (6) years to help prepare materials for promotion. Notice of the request to undergo an intensive review by the faculty member must be communicated by the due date set by the chair. It is within the authority of the chair or dean to recommend an intensive review, but it is the faculty member's purview to choose between an intensive or comprehensive review.*"

March - early April:

- Unit faculty meet to review and ballot on submitted review materials – and to make recommendations regarding each candidate's promotion packet.

April - May:

Approved by the CVM Faculty Executive Committee on 4/2/2021

- Chair/director meets with candidate to discuss unit recommendations, including suggested edits and revisions to promotion packet from chair and unit faculty. (This guidance is important as it helps avoid potential pitfalls going forward.)
- Chair/director requests that the candidate provide names and contact information of potential external reviewers.
- Chair/director solicits names of additional external reviewers from unit faculty and other sources – generates a list of reviewers to be contacted. This list may be shared with the unit faculty for further input.
- CVM Dean, in consultation with chairs, directors, other college leadership, and the CVM P&T Advisory Committee publishes P&T calendar (schedule & deadlines) for the upcoming review cycle.

- **Late May - early June:** The Provost's Instructions and Forms on Promotion & Tenure are distributed to the colleges for the NEXT year's promotion cycle (e.g., the guidelines distributed in May/June 2023 applies to candidates who will be submitting their promotion packets in the summer and fall of 2023. The Provost instruction document may be found at: https://provost.wsu.edu/guidelines-and-forms/

Late May: Candidate submits promotion packet to chair/director.

May – June:
The unit chair/director contacts potential external reviewers to determine their ability and willingness to provide an evaluation.

- The content and tone of the letters requesting external peer review is important. See Provost Office's instructions and sample template (or templates) for these letters. This information typically accompanies the *Provost's Instructions and Forms on Promotion & Tenure* document that was distributed to the colleges during the previous spring. https://provost.wsu.edu/guidelines-and-forms/
- **June:** Chair/director reviews the applicant's supporting materials and may request a meeting with the candidate to help ensure that a complete and accurate document is submitted. The candidate shall be given a fixed amount for time after this meeting (e.g., 72 hours) to make any necessary revisions and resubmit a corrected version.
- Chair/director sends promotion packets and promotion guidelines to external reviewers (deadline to receive reviews = early-mid August; see Dean's P&T timeline for details).

Mid-late August: Candidate may update packet with additional publications, acceptances, awards, etc. Candidates may continue to add updated information on publications accepted or grants funded (only) to the promotion packet via the Provost's office until mid-November.

Late August – September: Unit level review

- Unit faculty meet to review promotion packet, discuss, and submit ballots.
- Following the unit level review, the chair/director meets with all candidates to discuss promotion materials and any significant concerns raised by external or internal reviews. The chair/director is expected to maintain individual reviewer confidentiality unless he/she/they have been given expressed permission by a reviewer to do otherwise. Following the

meeting, the candidate has 3 business days to respond. The candidate may opt to **(a)** do nothing and allow the packet to go forward in its current form, **(b)** withdraw the packet and defer consideration to another year [*not generally available to tenure track assistant professors unless applying early*], or **(c)** add a short [< 3 page] letter to the packet for consideration by the Dean and CVM P&T Advisory Committee. The candidate's letter may address any concerns raised and/or provide additional information. Under current WSU guidelines, such a letter may be considered by the dean and his/her/their advisory committee – but may NOT be forwarded on to the Provost and/or the Provost's university-level advisory committee.

- Chair/director writes unit summary and his/her/their recommendation – submits in conjunction with all required promotion packet materials (and any additional letter provided by the candidate) to the Dean and CVM P&T Advisory Committee.

Late September - October: College level review

- The CVM Promotion and Tenure Advisory committee is, as its name indicates, advisory (i.e., to the Dean). The committee reviews the promotion packets and make recommendations to the Dean. For more detail, please see the CVM by-laws. The committee must have a minimum of 2 weeks to review packets starting from when complete packets are received and posted.
- The CVM Dean reviews complete promotion packets, considers the input of the unit faculty, unit leadership, and CVM P&T advisory committee, and submits a written recommendation to the WSU Provost.
- See annual *Provost's Instructions and Forms on Promotion & Tenure* document for each year's submission deadline. The instructions and deadlines document may be found at: https://provost.wsu.edu/guidelines-and-forms/ Typically, the complete promotion packet and the dean's recommendation must be received in the Provost's office by **November 1**.

November: University level review begins

- Completed promotion files are received by the Provost.
- The Provost's level P&T committee, composed of 30 faculty divided into 5 subcommittees, begins the review process.
  - ✓ The Provost level P&T committee includes faculty representation from all campuses, all colleges, career- and-tenure track faculty, and approximately equal numbers of female and male faculty.
  - ✓ Promotion and tenure dossiers are distributed equally across the 5 subcommittees, and the chair of each subcommittee assigns the dossiers to a primary and secondary reviewer.
  - ✓ There is a faculty chair of the committee, invited by the provost's office to serve in that capacity. The chair addresses all procedural questions from subcommittee chairs, ensures that all review and documentation is completed in a timely fashion, and moderates the full-committee discussion of dossiers.
  - ✓ Subcommittees meet to discuss primary and secondary reviews and submit the completed template to the chair.

December: Provost's office review begins

- The full P&T committee meets for a discussion and votes on every dossier.
- Reviewers make any changes suggested by the full committee discussion and submit to the committee chair.
- The chair reviews all statements and submits to the Provost's office
- The senior vice provost reviews all dossiers and submits recommendation to Provost.

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January: Provost Review

- The Provost reviews dossiers – i.e., all materials submitted by the candidate and the Provost level P&T committee.
- The Provost and Senior Vice Provost meet to discuss dossiers and recommendations.
- In cases where there are problematic candidate evaluations and recommendations, the Provost and Senior Vice Provost may discuss the issues with the relevant Dean for additional information before the Provost makes a final decision.
- Letters are drafted and signed.

February and March: Promotion decisions become final and letters describing the decision are sent to faculty members.

- APPEALS: The appeals process for denial of tenure decisions is outlined in the WSU Faculty Manual – *Section III, C, 5: Advancement in Rank*. As currently written, an appeal must be submitted within thirty (30) calendar days after notification of non-reappointment by the provost. An appeal is initiated via a petition to the WSU Faculty Status Committee.

March: Successful faculty members may be recognized at the Celebration of Excellence Banquet held during the University Showcase. The Banquet honors faculty achievements including recognition of University-wide faculty award winners and faculty members granted tenure and/or promotion.