

**PROMOTION GUIDELINES FOR NON-TENURE TRACK FACULTY**  
**in the**  
**COLLEGE OF VETERINARY MEDICINE**

The following basic premises apply to promotion for non-tenure track faculty in the College of Veterinary Medicine at MSU.

1. All individuals will be evaluated annually based on their assignments, which are determined primarily by college needs. Assignments usually adhere closely to those described in the position announcement and employment offer, and may be altered as the college's mission needs dictate. Progressively higher professional competence and accomplishment is expected for upward movement in rank of non-tenure track faculty.
2. At the time of initial appointment and at each yearly evaluation until promotion, a non-tenure track faculty member shall be informed in writing by the department head as to whether he/she is progressing toward promotion. It is the responsibility of the applicant to initiate the promotion process and to assemble the documentation package. The actual promotion application package should be clear, concise, and well organized, and should fit within a 3 inch binder.
3. Generally, non-tenure track faculty will have a primary assignment heavily weighted to one of the academic triad areas of service, research, or teaching; therefore, determination of excellence for promotion will require the faculty member to excel in only the area of major assignment. This applies for each level of promotion unless the FTE assignment changes significantly to include a greater percentage of another triad area. An individual's performance should be based upon the time period being considered for the promotion with allowances for appropriate activities from previous employment(s). Since the responsibilities and activities of non-tenure track faculty are often unique from the rest of the university, their promotion process should accommodate these differences.
4. Excellence is related to both quality and quantity, and will be considered in part as defined by the excellence criteria listed for each area in the appendices. However, please note that the lists are not all inclusive, and serve only as a reference to aid the applicant in documenting their accomplishments. Certainly, other important activities or honors unique to each faculty member should be cited to establish cause for promotion.
5. Letters of evaluation will be required to lend support for the claim of excellence. Letters of evaluation for the promotion application will be solicited by the appropriate department head by July 1. The applicant and department head should jointly agree on possible evaluators from a list of names with addresses of the evaluators supplied by the applicant and department head. The number of evaluators shall be at least 3, and the return dates of the evaluation letters to the department head will be prior to September 1.
6. The applicant must meet high standards of professional integrity, collegiality, objectivity, as well as furthering the goals of his/her department and the College. Non-tenure track

promotion applications should then be submitted to a Non-Tenure Track Promotion Committee by October 15, which will, in turn, submit the reviewed application to the department head by November 15. The department head shall review and make a recommendation on the applicant, after which the application will be forwarded to the Dean of the college by December 15 of each year.

7. Other supporting documentation as deemed necessary by the applicant may be provided in the form of appendices. No additions or deletions to the document can be made at any stage in the evaluation process without the knowledge of the applicant. The applicant will be responsible for checking on the status of his/her application at each stage in the evaluation process via periodically asking the appropriate personnel as determined by the timeline listed in the appendix. The applicant also has the option of withdrawing the application at any time during the process.
8. A Non-Tenure Track Promotion Committee, which will be involved with the promotion process, shall be elected. The committee shall consist of at least 5 non-tenure track faculty members, rank of associate clinical, extension or research professor or above, one of which will serve as chair of the committee. It is preferred to have representation from the clinical, research, and extension areas on the committee, but it is not a requirement. The chair will be selected annually by committee members. No dean, associate dean, assistant dean, department head, or unit leader providing an official promotion evaluation will be a member of the committee. They are elected by a majority vote of the College's full-time non-tenure track faculty members with the rank of assistant clinical, extension, or research professor and above. Members may serve for two consecutive three-year terms, excluding partial terms. A partial term will be filled by election, as needed. The terms of members will be staggered. The committee will convene to review the applicant's promotion package, and then draft a letter of evaluation on behalf of the applicant. The package will then be forwarded to the Department Head and Dean by November 15, and December 15, respectively.
9. The promotion application form requires a recommendation from the department head and the dean which is then forwarded with the application to the Vice President for the Division of Agriculture, Forestry, and Veterinary Medicine by January 15. Promotion of non-tenure track faculty does not require approval beyond the vice president level.
10. Promotion from assistant clinical, extension or research professor to associate clinical, extension or research professor, or from associate clinical, extension or research professor to clinical, extension or research professor, will normally only be considered after a faculty member has served at least five full contract years in rank so that sustained productivity at MSU-CVM can be demonstrated. A recommendation regarding promotion can be made during the fifth full year of employment, thereby allowing promotion to be granted in the sixth full year. Applications for promotion prior to that time will be regarded as early action and considered only for exceptionally strong and well documented cases. The period for non-tenure track faculty begins at the start of the faculty member's first full contract year. A full contract year is defined as one that starts on August 16 for 9-month employees and on July 1 for 12-month employees and continues until the next contract period. If the

initial appointment is for a partial year, e.g., starts after August 16 for a 9-month employee and after July 1 for a 12-month employee, that time is not considered a full contract year.

11. The Promotion of Non-Tenure Track Faculty document for the College of Veterinary Medicine, Mississippi State University will be updated and re-evaluated annually by the Non-tenure Track Promotion Committee. Recommended changes will be by a majority vote of full-time non-tenure track faculty, rank of clinical, extension, or research assistant professor and above.
12. If a promotion is denied, the reason(s) for denial should be clearly stated along with reasonable suggestions as to how to improve any deficiencies. This letter should come from the vice-president for the Division of Agriculture, Forestry and Veterinary Medicine by March 10. Should the applicant wish to appeal the denial, the matter will then be forwarded to the University Promotion and Tenure committee for review. A recommendation from the University P&T committee will then be rendered to the VP for the Division of Agriculture, Forestry, and Veterinary Medicine. The vice president will transmit the committee's recommendation along with his/her own recommendation to the university president, who will make the final on-campus decision. This decision will end the appeals process.

#### Deadlines for Promotion Related Activities

<b>Activity</b>	<b>Date</b>
List of potential evaluators determined by Department head and applicant	July 1 <sup>st</sup>
Requested return date of evaluator letters	September 1 <sup>st</sup>
Promotion documents submitted to NTTP Committee	October 15
NTTP Committee recommendations submitted to department head	November 15
NTTP Committee and Department head's recommendations submitted to Dean	December 15
Dean's letter of recommendation sent to vice-president	January 15
Review by vice-president and recommendation sent to candidate	March 10th

#### APPOINTMENT RANKS:

A person of research/extension/clinical rank must have an appropriate degree, or its equivalent in training and experience; a strong commitment to higher education, and in particular to the mission of the College of Veterinary Medicine; and a willingness to assume the responsibilities and obligations appropriate to a professional or faculty university employee. (see Faculty Handbook, 1999). In addition, the following is appropriate at each level.

1. Extension/Clinical Instructor: A faculty member with a minimum of a professional master's degree appropriate for the discipline, who *possesses the potential* for successful performance in extension/clinical activity or creative achievement in a university environment.

2. Assistant Research/Extension/Clinical Professor: A faculty member with a terminal degree in the discipline, who *possesses the potential* for successful performance in research/extension/clinical activity or creative achievement in a university environment.
3. Associate Research/Extension/Clinical Professor: A faculty member who has met the criteria for Assistant Research/Extension/Clinical Professor and has consistently *demonstrated an ability to perform* at a level of excellence appropriate for the rank in research/extension/clinical activity or creative achievement.
4. Research/Extension/Clinical Professor: A faculty member who has *demonstrated* excellence in research/extension/clinical activity or creative achievements.

The University recognizes achievement of research/extension/clinical faculty by advances in rank. For this reason, promotion should not be granted routinely for simple satisfactory accomplishment. Rank may also reflect comparable stature with others in similar disciplines in other university settings. Promotion is based on performance and demonstrated competence and not on length of service, but a reasonable time must elapse for the individual to demonstrate competence and have it confirmed by periodic evaluation. Professional achievement elsewhere can be considered for promotion.

## APPENDIX

### **I. RESEARCH AND CREATIVE ACHIEVEMENT**

Research or Creative Achievement (creative achievement refers to effective experience or practice of professional fields) is the discovery, development, and dissemination of knowledge. Research activity is broadly defined in the College of Veterinary Medicine to include creative achievements and scholarly pursuits (for example, case reports, book chapters, extension bulletins, presentations, inventions, patents, and software) as well as hypothesis-driven field and laboratory investigations. A faculty member engaged in research/creative achievement has an obligation to contribute to his/her discipline through applied and/or basic research, through creative endeavors, or through interpretive scholarship. In appraising the candidate's work, faculty members should consider the generally accepted standards prevailing in the applicable discipline or professional area in addition to the quality and significance of the work, the quality of the outlet for publication and, in cases of collaborative work, the role of the candidate.

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

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

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

## **II. PROFESSIONAL AND ORGANIZATIONAL SERVICE**

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

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

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

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

1. Clinical service
  - a. Competent patient care, as indicated by medical records, supervisors, colleagues, referring veterinarians, students, or clients.
  - b. Provision of production medicine services that positively impact agribusiness as indicated by supervisors, colleagues, students, clients, producers, or others.
  - c. Accurate and timely diagnostic and imaging support, as indicated by supervisors, colleagues, students, or clients.
  - d. Efficient and timely generation of medical records and diagnostic reports, as indicated by supervisors and service chiefs.
  - e. Field investigations and population medicine advising.
  - f. Certification by examination of outside agencies, e.g., specialty boards, such as the American College of Veterinary Pathologists or a terminal degree in an appropriate discipline for application in the clinical sciences.
  - g. Development of new or more effective treatment/diagnostic methods of/for animal diseases.
  - h. Publication of information related to animal care, disease pathogenesis, and/or diagnosis.
  - i. Evidence of significant contributions in support of CVM constituents, including knowledge integration, creative solutions, or other outcomes of applied research as evaluated by clientele and peers.
  - j. Recognized as an expert in his/her field by honors, awards, and special recognition.
  - k. Receipt of grants, donations, or contracts to finance development and delivery of service innovations.
  - l. Awards and honors received in the realm of professional service.
2. Extension service
  - a. Provision of unbiased scientific-based information to appropriate public groups in a timely manner through training materials, and/or clientele education programs.
  - b. Establishment of consulting relationships with units/offices of the University community, government, business, organizations representing the interests of Mississippi animal owners, or industry in an area or discipline related to professional expertise.
  - c. Serves as a link between research scientists, state, and federal agencies, and resource and client groups.
  - d. Interaction with College research efforts.
  - e. Provision of service with professional outreach to schools, consumer groups and other recognized organizations and by other public service activities in individual's field.
  - f. Leadership positions in veterinary clinical specialty organizations or animal commodity organizations.
  - g. Evidence of professional recognition of clinical contributions to the veterinary profession (Invited speaker to national and international continuing education programs, invited service on editorial boards for clinical journals, AVMA task forces, etc.).

- h. Communication of scientific information pertinent to extension service personnel via peer-reviewed scientific journal articles, extension publications, and presentations at local, regional, national and international meetings.
3. Administrative service
    - a. Effective administrative efforts as block leader or course leader.
    - b. Effective administrative efforts as service chief.
  4. Other professional services
    - a. Establishment of effective consulting relationships.
    - b. Provision of appropriate and unbiased statistical advice in a timely manner.
    - c. Participation in intra- and inter-college collaborative research efforts.
    - d. Acknowledgments for statistical assistance on reports, manuscripts, theses and dissertations.
    - e. Development of patents for instruments and processes useful in solving persistent health or performance problems.
    - f. Incorporation of state-of-the-art technologies into his/her consulting activities.
    - g. Election to learned/honorary research societies.
    - h. Election as an officer of a national organization or society.
  5. Organizational service
    - a. University and College committee participation.
    - b. Community service.
    - c. Membership in professional commodity and social organizations.
    - d. Participation in University, College, and departmental governance.

### **III. TEACHING**

The science and art of instruction involves a variety of activities that promotes student learning and development, or significantly contributes to an environment conducive to student growth and development. The primary activity of the college is the instruction of students, and careful evaluation of this activity is essential. Evaluating teaching effectiveness is a daunting task in any curriculum. It is more of a challenge when a college has utilized non-traditional methods of instruction such as problem-based learning (PBL), as well as significant opportunities for experiential learning (clinical rotations, externships, etc.). Although PBL has currently been removed from the present curriculum, accomplishments involving PBL needs to be included in the promotion package. Therefore, as many relevant measures as possible must be considered in appraising a candidate's teaching capabilities when being considered for promotion.

Excellent teachers are generally recognized for knowledge of their discipline's subject matter, logical organization and presentation of course material, the ability to form interrelationships among fields of knowledge, and enthusiasm for learning. In PBL or experiential learning situations, excellent teachers stimulate student self-directed learning, problem solving, communication, and interpersonal skills. Consequently, these individuals tend to arouse student



curiosity, and promote creativity as well as critical thought while engaging students in the learning process. Finally, excellent teachers respond to student needs with respect and concern for their intellectual development and personal growth.

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

1. Participation in the graduate, professional, and/or undergraduate curricula offered by the college and university:
  - a. Potential roles in the professional curriculum include but are not limited to: (1) Course or Block Leader; (2) Instructor or Facilitator; (3) Case Author, Editor, or Reviewer; (4) Resource Faculty (including lecture and laboratory preparation and delivery); (5) Clinical Rotations Faculty; (6) Elective Course Faculty (7) Examiner; (8) Student Advising; (9) Student Mentoring
  - b. Participation in undergraduate or graduate level courses
  - c. If the faculty member is a member of the graduate faculty, he/she should serve on graduate student committees, or serve as a major professor for graduate students, or demonstrate involvement in intern and/or resident training;
  - d. Graduate instruction that results in the completion of a graduate degree, or specialty certification.
  
2. Demonstration of instructional competence in those teaching activities performed:
  - a. Student assessments;
  - b. Peer and/or supervisor assessments;
  - c. Participation in the development of instructional objectives and requirements by the publication of a course syllabus; participants in a course are expected to follow the guidelines, procedures, and grading criteria published in the syllabus.
  - d. Assignment of course grade or, if a team member, full participation in the student evaluation/grading process.
  - e. Grade examinations, papers, and other sources of evaluation promptly and cooperatively to make them available to the student for inspection and discussion;
  - f. Meet classes as scheduled;
  - g. Documentation provided by peer or supervisor review that establishes the curricular value of newly developed or revised educational materials and methods (developed during the evaluation period);
  - h. Publications that either pertain to teaching or are instructional within a given discipline. This includes textbooks, manuals, peer reviewed review articles, and articles on educational pedagogy.
  - i. Attainment of certification by examination of an outside agency, i.e., specialty boards or a terminal degree in an appropriate discipline.
  - j. Honors and awards for teaching;
  - k. National recognition.
  
3. Evidence of innovations instituted or other teaching contributions such as:
  - b. Developing or incorporating state of art technology and/or methodology into teaching;

- c. Creating or implementing nontraditional methods of knowledge transfer (e.g. distance education, computer assisted learning);
- d. Developing a new course;
- e. Grants received pertaining to teaching, advising, or performance evaluations;
- f. Invited presentations on teaching methods or the teaching of materials pertinent to individual's discipline.
- g. Directed independent studies that result in student publications.
- h. Extramural funding activities for department, departmental club(s), etc...
- i. Academic advisement of any type