PROMOTION & TENURE DOSSIERS

###### COLLEGE OF VETERINARY MEDICINE 2015-2016

Revision 7-1-2015

**Introductory Overview for the College of Veterinary Medicine**

The Faculty Handbook, Chapter 5, should be used for definitions related to Promotion and Tenure in the Quantitative Summary and Tab 2. The responsibility assignments in the PRS are derived from the Faculty Handbook (FH), and briefly expanded below as specifically related to the College of Veterinary Medicine, and especially the unique aspects for veterinarians and animal health professionals. Scholarship is defined in FH 5.2.2.2

* Teaching/Advising: FH 5.2.2.3 provides information for scholarly teaching and the scholarship of teaching. Teaching as instructor-in-charge or course participation includes lectures, laboratories, and rotations. Rotations occur within departments, service units, the teaching hospital, and off-site, such as preceptorships, for 2 week periods. In the College, teaching may or may not occur simultaneously with professional practice, and should be delineated as such.
  + Advising includes major activity for graduate students; residents and interns that may or may not be seeking advanced degrees (the advisor for a resident may be different than the major professor if the resident is also seeking a degree); DVM students; undergraduate students; and student organization advisors.
* Research: FH 5.2.2.4 provides information fordocumentation and the definition; *“Faculty members who engage in research/creative activities are expected to make original contributions that are appropriate to their chosen area of specialization and that are respected by peers within and outside the university*.” All departments in the College have graduate programs and participation is according to the PRS and departmental expectations.
* Professional Practice: FH 5.2.2.5 defines as “*utilizing their professional expertise to disseminate information outside of the traditional classroom to help improve the knowledge and skills of their clientele* *(i.e., the publics they serve) or the environment in which they live and work*.” Professional practice in veterinary medicine aligns with the FH definition and the dissemination of information that may include: the practice of veterinary medicine within the veterinary teaching hospital, veterinary diagnostic service areas in the college, or use of disciplinary knowledge to provide diagnoses via the numerous specialties of veterinarians. Dissemination of information can include a diagnosis/diagnostic test/professional information for a client, such as a referring veterinarian, veterinarian within the teaching hospital, or external submitting client. Therefore, Professional Practice includes, but is not restricted to “Clinical Practice”, which is often used to refer to practice within a teaching hospital or veterinary clinic. The type of professional practice responsibility is designated in the PRS. Both professional practice and extension result in outreach activities.
* Extension: FH 5.2.2.5 this is listed in the FH with professional practice. Extension is used in the College of Veterinary Medicine when the PRS and position has an appointment in ISU Extension.
* Administration: Defined in the PRS when significant administrative responsibility beyond committees requires a listed % of the PRS. These titles may include chairs, assistant chairs, directors, section leaders, associate deans, assistant deans, and deans. This commitment is separated from Institutional Service when this is a significant portion of the PRS. This category may have scholarship as an impact.
* Institutional Service: FH 5.2.2.6 “*participating effectively in faculty governance and in the formulation of department, college, and/or university policies; or by carrying out administrative responsibilities.*” This refers to service rendered to the stated entities in FH 5.2.2.6.

**TAB 2: DOCUMENTATION OF CANDIDATE’S PERFORMANCE   
 IN SCHOLARSHIP & POSITION RESPONSIBILITIES**

The overarching goal of this section is to provide evidence via a narrative summary of your positive trajectory and impact on your discipline, department, college, and university with your performance, accomplishments and scholarship, beyond what can be obtained from the CV. This is a general outline and each department should be consulted for content expectations/criteria of evidence for scholarship and performance. Please be as clear and concise as possible. This section must not exceed 25 pages.

**Performance in Position Responsibilities**

2.1.A. Performance in Teaching Position Responsibilities. Faculty Handbook 5.2.2.3 provides information for documentation of scholarly teaching and the scholarship of teaching.

1. Statement of teaching philosophy.
2. List courses taught in last five years, using the tabular format, beginning with the most

recent semester.

1. Tabulate results of student evaluations for all courses in the last five years on the two standard questions. ***Please note that all departments should now be using the following 5-point scale for instructor evaluations:******1 = poor, 2 = marginal, 3 = average, 4 = good, and 5 = very good****. If this scale was reversed during prior years in your department, please convert scores to the specified format for this table (contact our office if you have questions).*  
     
   ***Information for each course should be presented in tabular format using the following headings:***

**For Lecture and Laboratory Courses (non-rotation courses)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term and year** | **Course Number+Title** | **Credits** | **%** | **# Students** | **# hours per course** | **Overall Assessment of Course** | **Dept Mean Rating for Courses** | **Overall Assessment of Instructor** | **Dept Mean Assessment**  **for Instructors** |

% = % of course taught

**For 4th year Professional Student Rotation Courses use all headings below.**

To insure consistency, please note the following definitions.

One course-= 2 week rotation.

Rotations taught/year = 1 course rotation and # times taught per year; for example 1 course rotation taught 5 times per year= 5 rotations taught/year for that course rotation.

Total credits/year = # rotations x credits per rotation.

Rotations may occur while performing diagnostic/clinical duty (ex: in the Lloyd Teaching Hospital, VDL, support services such as pathology, microbiology, etc.; or other 4th year rotations.)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term and year** | **Course Number+Title** | **Credits per rotation** | **%** | **# Students (av per rotation)** | **# hours per Course** | **Overall Assessment of Course** | **Dept Mean Rating for Courses** | **Overall Assessment of Instructor** | **Dept Mean Assessment**  **for Instructors** |

%= % of rotation taught

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Term Year** | **#Rotations instructor-in-charge /year** | **#Rotations taught/year** | **Total credits/**  **year** | **Teaching performed during diagnostic/clinical duty (Yes or No)** | **Rotation includes interns and/or residents (av #)** | **Rotation includes after-hours duty**  **(Yes or No)** |

4. Course and curriculum development activity. Summarize contributions to course and

curriculum development and teaching activities with information on quality and

impact to meet your PRS and annual performance goals.

5. Professional Advising   
  
Tabulate the number of advisees per year since appointment as per the tables below. Also, describe actions, impacts and outcomes in advising, such as completion of residencies, board certification accomplished, presentations and publication impact by any advisee.

**Professional DVM Advising (Residents, Interns)**

|  |  |  |
| --- | --- | --- |
|  | **Resident (name, year\*)** | **Intern (name, year\*)** |
| **Primary Advisor** |  |  |
| **Section Member Advisor** |  |  |
| **Total** |  |  |

\*year = start to completion or start date to pending

**Veterinary Student Advising**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year |  | **Faculty Advisor** | **Summer Scholar** | **Student Organization** |
|  | #DVM students |  |  |  |

**Undergraduate Student Advising**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year |  | **Faculty Advisor** | **Honors Program** | **Student Organization** |
|  | # students |  |  |  |

6. Graduate Advising. (Describe brief actions and outcomes/job placement upon completion in graduate advising.)

**Graduate Advising – Completed and In-progress**

|  |  |  |
| --- | --- | --- |
|  | **PhD Students (name, year)** | **MS Students (name, year)** |
| **Major Professor** |  |  |
| **Committee Member** |  |  |
| Total |  |  |

7. Honors and awards received for teaching

2.1.B. Performance in Extension and/or Professional Practice Responsibilities (include related

outreach programs) Faculty Handbook 5.2.2.5 provides information for documentation.

Provide a summary of extension and/or professional practice activities, which includes clinical practice, in separate headings for professional practice and for extension, if you have an extension appointment via the PRS, since the initial appointment at ISU, as well as information on quality and impact. Examples of these activities are related to professional, disciplinary, clinical, and extension practice and include (but are not all inclusive): teaching extension courses; developing and delivering extension programs; preparing informational and instructional materials; conducting workshops and conferences; continuing education; consulting with public and private groups; acquiring, organizing, and interpreting information resources; engaging in clinical and diagnostic practice; and participating in activities that involve professional expertise for appropriate technical and professional associations. These activities may be local, regional, national, or international in scope.

1. Statement of extension and/or professional practice philosophy.

2. Summary of extension and/or professional practice activities with information on quality and impact to meet your PRS and annual performance goals.

3. Honors and awards for work in extension or professional practice (please list)

4. Positions/offices held on regional, national, and international organizations, panels, or committees.

2.1.C. Performance in Research Responsibilities Faculty Handbook 5.2.2.4 provides information for documentation.

1. Statement of research philosophy.

2. Summary of research quality and impact to meet your PRS and annual performance goals.

3. Honors and awards for work in research (please list)

4. Positions/offices held on regional, national, and international organizations, panels, or committees.

2.1.D. Performance in Institutional Service Faculty Handbook 5.2.2.6 provides information for documentation

While service contributions cannot be the sole basis for a promotion and/or tenure recommendation, every faculty member is expected to be involved in institutional service, and each promotion and tenure recommendation must provide evidence of such contributions. Institutional service may include committee service at the department, college, or university levels. It may also include international assignments on ISU projects that were not included in the extension or professional service category.

1. Please list in tabular form committee memberships and/or chairmanships since appointment or the most recent promotion, and comment on the contributions to those groups to meet your PRS and annual performance goals.

1. Honors and awards for institutional service

2.2. Scholarship in All Areas Substantially Done at ISU since Appointment or Last Promotion Faculty. Handbooksection 5.2.2.2.1 provides information for documentation.

**This section may be divided into sub-sections for each area of your PRS, but also should provide and bring together an integrated narrative summary of how each area of scholarship informs the other to illustrate your positive impact and trajectory on your discipline, college, and the university** (example: how research, professional practice, outreach can inform/impact teaching etc). **Scholarship** is not solely related to a research appointment. Of note: “*Scholarship is creative, systematic, rational inquiry into a topic and the honest, forthright application or exposition of conclusions drawn from that inquiry. It builds on existing knowledge and employs critical analysis and judgment to enhance understanding. Scholarship is the umbrella under which research falls, but research is just one form of scholarship. Scholarship also encompasses creative activities, teaching, and extension/professional practice.* “

There are at least three common features of all types of scholarship: 1) produces products, often referred to as intellectual property, that are shared with appropriate audiences (e.g., as a journal article, book chapter, book, exhibit, software program, musical score, professional presentation, performance etc.); 2) subject to “peer review,” a critical evaluation of the product by those qualified to judge it; 3) demonstrates a solid foundation and visibility in one’s field and original contributions to that field.

Please keep one complete set of reprints/publications in the departmental office available to the P&T Committee. These materials do not need to be submitted to the College office. This section should not be a verbatim repetition of the material listed in the CV but **should place the scholarship in context within the overall impact on knowledge, how it contributes to the advancement of knowledge, and how it has been recognized and utilized by peer audiences.**

1. Please address the significance of your scholarship, comment on the quality and impact of your work, and clarify your role in work that was done collaboratively with others. This description should address scholarship in any applicable scholarly domain(s) (teaching, research/creative activity, and/or extension/professional practice) based on work substantially done at ISU since appointment or the most recent promotion. Prior work would be included only in cases where formal time on the tenure clock was granted and documented on the Letter of Intent. Examples of peer reviewed scholarly products include refereed journal articles, books, chapters, textbooks, printed conference proceedings, conference presentations, and juried shows or exhibitions. Invited presentations and service on editorial boards are also important measures of national visibility.  
     
   Please remember that a copy of your curriculum vitae is included in Tab 1, so this section is primarily for providing an analysis of your work, its importance and impact, and your role in collaborative activities. Please limit your description to five pages.
2. Please summarize your efforts and success, in obtaining external support for your scholarship, primarily via grants and contracts. External support for scholarship is a necessity in many disciplines and it also constitutes an additional measure of peer review.
3. Please provide a summary of scholarship in progress, how it relates to past scholarship, and your plans for future scholarship.