College of Agriculture, Food and Environment Department of Veterinary Science
Evidences of Activity and Evaluation Criteria Applicable to Promotion and Tenure
December 18, 2009

General Expectations

The Department of Veterinary Science consists of the Gluck Equine Research Center, the University of Kentucky Veterinary Diagnostic Laboratory (UKVDL), and the Genetic Testing at Gluck (GeT@Gluck). The mission of the Gluck Equine Research Center is scientific discovery, education, and dissemination of knowledge for the benefit of the health and welfare of horses. The mission of the University of Kentucky Veterinary Diagnostic Laboratory (UKVDL) is to develop, apply and utilize state-of-the-art technology and scientific knowledge to improve animal health and marketability, preserve the human-animal bond, and to protect the public health. The mission of the laboratory is to develop genetic tests and to provide service on parentage and genetic testing to the horse industry. Faculty in the Department of Veterinary Science at the University of Kentucky pursue the goals of their missions through their research, service, extension, and instructional efforts. These efforts are consistent with the overall goals and strategic plans of the college and university. While individual appointments may reflect differences in time commitment to each of the mission areas of the department, the overall expectation of faculty is that there is evidence of career achievement, sustained scholarly record, and documented impact in an area of biomedical relevance to equine science. The following narrative provides general guidelines in terms of the expectations for faculty in the Department of Veterinary Science.

Scholarly Productivity

Faculty with research appointments are expected to develop productive and sustained research programs. This is most easily documented through their publication and funding record. Publication of original research articles in peer-reviewed journals that are appropriate to the research area is considered a primary metric for research productivity. Highest recognition is earned when the faculty member is corresponding (first or senior) author of publications in their primary area of research. Co-authorship on collaborative works is also considered evidence of productivity, as long as the faulty member's contribution to that work is clear and consistent with their overall research efforts. The authorship of scholarly reviews either in the form of individual articles, book chapters, books or other formats may also be considered as evidence of the faculty member's overall productivity and accomplishment provided that they are also consistent and reflective of their research effort. Abstracts and presentations at meetings can be viewed as indicators of developing and ongoing research productivity, but are expected to lead to refereed publications in the future. The publication of non-reviewed and lay articles can be considered as evidence of productivity, but they may not provide sufficient rigor to be considered scholarly. Non-peer reviewed publications can also be reflective of the outreach activity of the faculty. Nontraditional scholarly formats such as web-based or electronic records may also be considered as evidence of scholarly productivity if they provide evidence of peer-review or other form of rigorous qualification.

The attainment of extramural funding is considered an essential component of a successful research program. Grant reviews can also be a valuable source of constructive feedback. Preparation and submission of grant proposals is a required step in securing extramural support and should be recognized as a measure of productivity even in the absence of a positive funding decision by the granting agency. More specifically, an ongoing effort to secure extramural grants and substantive attempt to constructively revise unfunded proposals is an expectation of all faculty with effort distributions that include research. Sources of funding may vary for specific individuals depending upon their programmatic focus and the limited amount of available extramural funds for equine research should be considered. The awarding of highly competitive extramural grants to a faculty member listed as Principal Investigator should be considered clear evidence of scholarly productivity and accomplishment.

For those faculty with extension appointments, most forms of information delivery, including educational meetings, workshops, field days, even individual responses and contacts, are considered evidence of activity. Documentation of these activities is required for subsequent evaluation and assessment. Specific information regarding content, audience and assessment should be provided. The performance of specific service activities in support of scientists, veterinary practitioners, and/or other stakeholders is an important and necessary component of the overall service mission of the department. Evidence of activity in this capacity may require specific quantitation of assays performed, materials provided, or numbers of reports.

Faculty with predominately service appointments (UKVDL and GeT@Gluck), will be evaluated primarily based on their professional medical involvement with clinical cases and their performance of tests for clients. Secondarily, service faculty will also be evaluated based on the following scholarly activities: 1) Publishing in peer-reviewed scientific journals and in lay publications to disseminate knowledge of veterinary diagnostic medicine, 2) Creative use of diagnostic case material on collaborative, applied research projects. 3) Participation in state, regional and national scientific organizations.

All faculty are expected to participate at some level in university administrative, regulatory, and governance activities through active participation on university/college and department level committees.

For instruction, evidence of productivity can include both didactic and experiential learning. Didactic instruction includes delivery of formal courses and lectures. Individual appointments and job descriptions may dictate specifics regarding courses and other formalized instruction expectations. Experiential teaching activity can include individual student (graduate, undergraduate, post-doctoral and high school) contact, as well as other forms of student engagement (e.g. journal clubs), and advising. Since the training of graduate students and post-doctoral scholars is considered a vital part of the educational mission of the department, all faculty with research appointments are expected to participate in the mentoring of graduate students and/or post-doctoral scholars. Specifically,

this should include serving either as the ‘major professor’ or by serving on graduate student committees or providing individualized instruction in relevant areas of expertise. The mentoring of post-doctoral fellows and the hosting of visiting scientists and students provides additional evidence for experiential teaching activity.

Quality, Innovation and Impact

The publication record and history of funding of a research program can establish that a program has direction, focus, originality, and impact. Research faculty are generally expected to establish a coherent body of work, focused on one or a small number of significant topics, as opposed to an unrelated collection of articles or materials. Publication in *highly* selective, rigorously refereed journals can be an important metric of quality of scholarly works. A demonstrated record of sustaining scholarly productivity through extramural funding or other support can be viewed as a measure of programmatic quality and impact. In some cases, particularly for applied research, a diverse portfolio of projects is justified on the basis of responsiveness to critical needs. Likewise, the development of intellectual property and the attainment of licensure, patents, and technology transfer can serve as evidence of innovation. Peer-recognition is considered as evidence of quality and can be documented by invitations to present seminars and lectures, receipt of awards and other honors, and election to leadership positions in professional societies.

Quality extension programs are characterized by responsiveness, direction, and relevance; as well as being science and research based. Such programs employ creative, effective methods of education and communication. Extension programs should be associated with high quality materials or works in relevant, appropriate, and accessible outlets including web and other electronic media. The quality of service functions in the program can be reflected by depth and breadth of client base, timely and accurate diagnosis for submitting veterinarians and farmers (UKVDL), evidence of continuous external support, and/or publication of results. When they are available, documented benefits to stakeholders, e.g., changed practice, profit, or quality of life can be important measures for all faculty activities.

Success and achievement of graduate students and post-docs are considered an important measure of success in experiential teaching. Achievement can include publication of results in refereed journals, presentations and scientific meetings. Success can include attainment of independent funding or receipt of awards or other prizes. Long-term success can include the students’ subsequent development as independent and productive scientists. Student teaching evaluations are considered to be a valid, if approximate, index of didactic instruction quality, particularly when considered in conjunction with other measures.

Collaborative Efforts, Recognition, Professional Service and Leadership

Faculty in the Department of Veterinary Science should be expected to engage in collaborative work as appropriate to the advancement of their individual programs. Such collaborations in research may be evidenced by co-authorships on publications, presentations and funding applications. In instruction, contributions

to student success beyond formal classroom success (e.g., advising, activities. and positive interaction) can be important evaluation factors. Consistent with the overall service mission of the department, faculty are expected to be highly accessible, responsive and interactive with peers, students and constituents.

Documentation of peer recognition may include significant awards, invitations to make presentations, service on national panels or committees, editorial appointments, leadership positions in professional societies, and other indicators. Attainment of competitive grants may be significant evidence of peer- recognition in many fields. Exceptional individual performance is typically associated with notable positive impact on the success of students, colleagues, and the department, through leadership and professional service.

Updated to reflect changes to the name of the UK Veterinary Diagnostic Laboratory and Genetic Testing at Gluck (GeT@Gluck) on February 26, 2018.