



# **Faculty of Veterinary Medicine**

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## **Faculty Guidelines (Academic Staff Criteria)**

Approved by UCVM Faculty Council: May 6, 2025  
Approved by the Provost & Vice President (Academic): July 1, 2025

## **Background**

The University of Calgary Faculty of Veterinary Medicine (UCVM) Faculty Guidelines have been created by adding UCVM-specific guidance where appropriate within the GFC Academic Staff Criteria & Processes Handbook ("GFC Handbook"). The content and Part numbering of the Handbook have not been altered. UCVM-specific guidance has been added as text boxes immediately following the relevant section in the GFC Handbook. In other words, a "UCVM" text box applies to the Part with the corresponding number in the GFC Handbook. In the event an unintended conflict or contradiction that arises because of the UCVM-specific guidance and the Handbook, the Handbook content shall prevail.

To facilitate updates to the UCVM Faculty Guidelines in response to future changes to the GFC Handbook, the official version of the UCVM Faculty Guidelines is maintained and approved as a stand-alone document (this document) containing only the UCVM-specific guidance. This document is intended to be read in conjunction with the current version of the Handbook. While this document is the official version, the UCVM may maintain a merged version of the current GFC Handbook and the UCVM Guidelines text as shown on the remaining pages of this document for ease of reference.

These guidelines provide the framework how the UCVM interprets and applies the GFC Handbook. It is the academic staff member's responsibility to provide the necessary context regarding the discipline within which they are to be assessed.

# **PART A**

*Definitions, Authority, Faculty Guidelines,  
Transitional Provisions*

<b>A.1.1</b>	<p>xix. “DVLC” refers to the Distributed Veterinary Learning Community and includes all locations external to UCVM’s physical campuses where UCVM students go to learn. This includes veterinary practice entities certified by the ABVMA, as well as other agencies/facilities (e.g. government, animal shelters) that provide practicum experiences for our students. Relationships are formalized by contractual agreement.</p> <p>xx. “DVTH” refers to the Distributed Veterinary Teaching Hospital which are DVLC partner practices that are certified by the ABVMA where UCVM faculty are engaged in professional practice of veterinary medicine. Relationships related to faculty members are usually formalized by Letters of Understanding (LOU) and are sometimes referred to as “clinical homes” or “professional homes.”</p> <p>xxi. “DSU” refers to the Diagnostic Services Unit in the Faculty of Veterinary Medicine.</p> <p>xxii. “PPVM” refers to the Professional Practice of Veterinary Medicine. PPVM shall be taken to include clinical activity, diagnostic activity, clinical appointment, professional appointment, professional skills, or professional activity referred to in other UCVM policies and workload assignments.</p> <p>xxiii. “University” and “the University” refers to the University of Calgary.</p> <p>xxiv. “UCVM” refers to the University of Calgary Faculty of Veterinary Medicine.</p> <p>xxv. “WIDER” refers to the Wellness, Inclusion, Diversity, Equity, and Reconciliation commitment at UCVM.</p>
<b>A.2.4</b>	<p>This document aligns previous UCVM criteria terminology with those of the Handbook. Specifically, what was previously known as “Research/Scholarship/Creative Activity” is now referred to as “Research &amp; Scholarship” and what has been generally referred to as “Education” is now referred to as “Teaching”. The “Professional Practice of Veterinary Medicine” was previously referred to as “Clinical and Professional Activities”.</p>
<b>A.3.1</b>	<p>This annotated version of the GFC Handbook (i.e. this document) serves as the UCVM Faculty Guidelines referred to in this article.</p>
<b>A.3.7.i</b>	<p>In support of greater diversity in possible career paths, the Faculty of Veterinary Medicine recognizes and rewards diversity in competencies and talents. As such, the relative importance that the Faculty of Veterinary Medicine attaches to the University functions of research and scholarship, teaching, service, and the Professional Practice of Veterinary Medicine shall be considered on a person-by-person basis and in the context of their workload. All four functions are regarded as fundamentally important and integral to our mission.</p>
<b>A.3.7.ii</b>	<p>UCVM’s interpretations of these functions are described in the relevant sections below.</p>
<b>A.3.7.iii</b>	<p>UCVM values knowledge engagement and transfer, entrepreneurship, innovation, and community engagement arising from Research and Scholarship, Teaching, Service, and PPVM. Academic staff members should report such activities and make connections to the relevant academic activities as appropriate. These themes are not routinely expected types of academic contributions by academic staff members. Contributions to these themes would be according to their relevance to the scholarly work and workload assignment of each academic staff member.</p>
<b>A.3.7.iv</b>	<p>This is described in UCVM B.1.1.3.</p>
<b>A.3.7.v</b>	<p>UCVM has adopted the DORA principles, recognizing that its implementation is evolving at the University of Calgary. The general expectations are related to an individual’s workload assignment and are described in UCVM B.1.2.8.</p>

<b>A.3.7.vi</b>	Expectations for competitive and other types of funding are related to the academic staff member's workload assignment. The general expectations are described in UCVM B.1.2.4. The expectations with respect to academic rank are described in Part B.2.
<b>A.3.7.vii</b>	<p>The professional practice of veterinary medicine when students are not present is normally assessed as the PPVM as is described below. For clarity, UCVM will include "PPVM" as a fourth academic function in the academic staff member's workload assignment (along with Research and Scholarship, Teaching, and Service) when relevant.</p> <p>At times, an academic staff member's time allocation to a PPVM may occur through Teaching and in such cases, it will be assessed through the Teaching function.</p>
<b>A.3.7.viii</b>	Assessment of contributions to Service is described in UCVM B.1.4 and UCVM B.1.5. Administrative leadership duties are normally considered as major contributions to Service. At times, an academic staff member's time allocation to a leadership role may occur through Teaching, the Research and Scholarship, or PPVM function. In such cases, administrative contributions will be assessed through the area in which the time for the role was allocated.
<b>A.3.7.ix</b>	Assessment of information supplied within a Teaching Dossier will be assessed in relation to an academic staff member's workload assignment for Teaching and is described below.
<b>A.3.7.x</b>	Academic staff members should report Research and Scholarship in progress as described in UCVM B.4.4.4.
<b>A.3.7.xi</b>	Academic staff members are expected to build academic accomplishments over time, leading to a reputation of increasing excellence and expertise. The quality and impact of academic accomplishments as determined within an academic staff member's discipline, workload assignment, and relative to an academic staff member's context should normally increase as one's career stage progresses. The requirements for academic staff are described in Part B.2.
<b>A.3.7.xii</b>	This is described below including in UCVM B.2.2.1 and UCVM B.2.5.1
<b>A.3.7.xiii</b>	This is described in relevant sections below.
<b>A.3.7.xiv</b>	The criteria in this document are to be applied consistently for all academic staff members and contextualized in accordance with each individual's personal context (including recognition of structural barriers), disciplinary context, workload assignment, rank and stream as described in detail in relevant sections below.
<b>A.3.7.xv</b>	Activities carried out in other Faculties will be valued equally to similar contributions within UCVM. At the same time, academic staff members are expected to contribute to Faculty activities within UCVM.
<b>A.3.7.xvi</b>	UCVM recognizes and values that academic staff members have diverse career paths. The criteria in this document are to be contextualized to each academic staff member, enabling inclusive evaluation of their contributions and career progression. UCVM recognizes that in some instances goals and expectations can be impacted by leaves or other unforeseen circumstances.
<b>A.3.7.xvii</b>	UCVM recognizes that longstanding systemic barriers and biases (based on sex, gender, identity, ethnicity, diverse abilities, and other factors) in academic veterinary institutions have impaired career progression and reduced (or eliminated) recognition through assessment, promotion, and related processes. UCVM is committed to disrupting and removing barriers that have been, and continue to be, encountered by equity seeking groups with criteria which respect, contextualize and appropriately recognize all forms of academic excellence.
<b>A.3.7.xviii</b>	This is described in UCVM Part C
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## **PART B**

*Criteria for Appointment, Renewal, Transfer, Tenure,  
Promotion, and Academic Performance  
Assessment*

<b>B.1.1.1</b>	<p>The Faculty of Veterinary Medicine expects its academic staff to conduct themselves in a manner which is ethical, cooperative, collaborative, supportive, and constructive to the mission of the University, the Faculty and to each other.</p> <p>UCVM does not tolerate hateful and/or discriminatory acts and, in particular, does not tolerate actions which are racist, sexist, and/or are discriminatory toward people with disabilities or members of the 2SLGBTQ+ community. Discriminatory activities including those against members of these equity-deserving groups will be addressed through relevant existing UCalgary processes and policies.</p> <p>UCVM commits to faculty development in anti-oppression and due process and support for reporting and investigating complaints about discriminatory acts.</p> <p>UCVM values contributions by academic staff members which remove structural discrimination and/or advance equity, diversity, inclusion, and accessibility. These contributions as appropriate will be considered under Service.</p>
<b>B.1.1.2</b>	<p>Engaging in the professional practice of veterinary medicine, in any professional environments (including public, private, and corporate practice), is considered essential to maintain veterinary skills and competencies and may be required for maintenance of credentials (i.e. board certification or specialization).</p> <p>The professional practice of veterinary medicine duties without UCVM students under direct supervision/instruction which have been agreed to by an academic staff member and the Head equivalent and/or Dean as part of their workload assignment shall generally be considered part of the PPVM. When UCVM students are under direct supervision or instruction of the academic staff member engaged in PPVM, such as during a 4th year rotation, this shall generally be considered part of the Teaching activities.</p>
<b>B.1.1.3</b>	<p>The nature of Research and Scholarship, Teaching, Service, and PPVM will further vary by individual, based on their FTE, workload assignment, scholarly field, individual circumstance, and strategic plans of UCVM.</p>
<b>B.1.1.4</b>	<p>Certain types of academic contributions require careful development and maintenance of community relationships (including Indigenous, racialized, and other vulnerable and underserved populations, and veterinary and animal communities including within the DVLC) which demand significant time and focus.</p> <p>As a result, academic outcomes may not be immediately apparent, and may be in forms which vary from those traditionally recognized by the University. Additionally, high-quality community-engaged activities includes ongoing engagement following completion of anticipated academic initiatives.</p> <p>While many of these academic outcomes are captured by DORA when related to research and scholarship, any review or assessment of such activities will be conducted recognizing the required investment of time in community relationships during all phases of community-engaged academic initiatives.</p>
<b>B.1.2.1</b>	<p>One of the major functions of academic staff is to enhance knowledge and skills in the discipline through research and scholarship, it is therefore important for all academic staff to demonstrate consistent efforts and performance in fulfilling this function of the academic position.</p> <p>All academic staff members will be engaged in research and scholarship to the extent outlined in their workload assignment. The character and nature of the research and scholarship will vary between the Research and Teaching stream and the Teaching-</p>

	<p>focused stream.</p> <p>Academic staff members in the Research and Teaching stream are expected to conduct research through acquired grants that advances knowledge and understanding, stimulates innovations in general and in practice, has national and international relevance and, wherever possible enhances veterinary medicine. This includes research and scholarship in the areas of basic sciences, clinical and translational veterinary medicine, and veterinary (and medical) education, which are all considered equally important in keeping with the mandates of UCVM.</p> <p>UCVM has defined the following 3 main categories of workload assignments for Research and Scholarship and the respective anticipated levels of contributions:</p> <table border="1"> <tr> <td><b>20-39%</b></td><td> <p>Depending on the discipline, may have an independent research program or may be involved in a collaboration as a team member.</p> <p>Expected to have contributions in at least two of the categories listed in UCVM B.1.2.7, generally with at least one of the contributions in category a.</p> </td></tr> <tr> <td><b>40-54%</b></td><td> <p>Have developed their own independent research program or play a critical role in a team.</p> <p>Generally expected to have contributions in category a. of UCVM B.1.2.7, and contributions in at least two other categories.</p> </td></tr> <tr> <td><b>55%+</b></td><td> <p>Have their own independent research program and provide leadership in collaborations.</p> <p>Expected to have peer-reviewed contributions in category a. of UCVM B.1.2.7, and substantial contributions in at least two other categories.</p> </td></tr> </table> <p>Note: it may be important for the Head equivalent to engage in post-publication review to assess value and impact where traditional peer review is not appropriate or applicable.</p> <p>Academic staff members in the Teaching-focused stream are expected to participate in research and scholarship related to teaching and learning and to the PPVM, when relevant. Formal research programs are not an expectation, however, demonstration of ongoing commitment to professional development and advancement are expected as outlined below.</p>	<b>20-39%</b>	<p>Depending on the discipline, may have an independent research program or may be involved in a collaboration as a team member.</p> <p>Expected to have contributions in at least two of the categories listed in UCVM B.1.2.7, generally with at least one of the contributions in category a.</p>	<b>40-54%</b>	<p>Have developed their own independent research program or play a critical role in a team.</p> <p>Generally expected to have contributions in category a. of UCVM B.1.2.7, and contributions in at least two other categories.</p>	<b>55%+</b>	<p>Have their own independent research program and provide leadership in collaborations.</p> <p>Expected to have peer-reviewed contributions in category a. of UCVM B.1.2.7, and substantial contributions in at least two other categories.</p>
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<b>B.1.2.2</b>	<p>It is also expected that academic staff members, as required by their rank and stream, shall actively engage in the research and scholarship required to maintain currency in pedagogy and curriculum design of the relevant discipline or field as well as engage in other scholarly professional or creative activities that strengthens and informs the academic staff member's knowledge base and expertise.</p>						
<b>B.1.2.3</b>	<p>Academic staff members are required to meet ethical standards for research and scholarship, to adhere to University policies with respect to ethical conduct, and to act with integrity and honesty in conducting and communicating their scholarly work. Academic staff must also adhere to the policies and regulations of the Alberta Veterinary Medical Association where relevant.</p>						



<b>B.1.2.4</b>	<p>All Teaching and Research stream academic staff members are expected to actively seek and secure funding and other resources to support their research and scholarship activities. Sources and amounts of funding level expectations are discipline-specific and related to the proportion of the academic staff member's workload assignment for Research and Scholarship.</p> <p>Examples of funding opportunities include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Competitive, peer-reviewed grants (e.g. Tri-council, non-Tri-council including industry and government funding, international funding, and international UCMV based grants)</li> <li>• Non-competitive grants</li> <li>• Research contracts</li> <li>• Multi-authored grants</li> <li>• Team grants</li> <li>• Philanthropic grants</li> </ul> <p>There is no expectation of acquiring research and scholarship funding for Teaching-Focused stream academic staff members.</p> <p>Acquired grants should be presented with overall grant amount, and sub-divided into amounts to lab as Principal Investigator, Co-principal investigator, or collaborator. It is the responsibility of the academic staff member to clearly communicate their role in the scientific development of the project and its execution.</p>
<b>B.1.2.6</b>	<p>The UCMV is committed to interdisciplinary, transdisciplinary, and collaborative research. Therefore, participation of academic staff members in both individual and collaborative research grants and projects will receive consideration especially for early career academics and those with limited research and scholarship appointments in the Teaching and Research stream, provided the contribution of the academic staff member in collaborative research grants is demonstrably essential to the success of the project and the academic staff member can demonstrate an active role in conceiving, designing, and conducting the study.</p>
<b>B.1.2.7</b>	<p>Additional examples of research and scholarship activities in areas relevant to the academic staff member's field (including PPVM or educational) include, but not limited to:</p> <ol style="list-style-type: none"> <li><b>Peer-reviewed publications (such as journals):</b> <ul style="list-style-type: none"> <li>• Original research</li> <li>• Review papers</li> <li>• Case studies</li> <li>• Case series</li> <li>• Conference proceedings</li> <li>• Abstracts</li> </ul> </li> <li><b>Non-peer-reviewed publications:</b> <ul style="list-style-type: none"> <li>• Knowledge and technology translation</li> <li>• Contribution to resources on relevant websites</li> <li>• Publications from PPVM activities</li> <li>• Reports to government or other regulatory agencies that inform public policies and community outreach</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Client / Producer educational resources</li> </ul> <p><b>c. Presentations:</b></p> <ul style="list-style-type: none"> <li>• Invited / Keynote presentations</li> <li>• Peer-reviewed presentations (provincial, national, international)</li> <li>• Peer-reviewed abstracts</li> <li>• Non-peer-reviewed presentations</li> </ul> <p><b>d. Additional publications:</b></p> <ul style="list-style-type: none"> <li>• Books, chapters (author, editor)</li> <li>• Educational development (evaluation studies, policy briefs and reports, position papers on teaching and learning)</li> <li>• Development of veterinary policies and procedures which are used by other veterinary organizations</li> </ul> <p><b>e. Creative scholarship:</b></p> <ul style="list-style-type: none"> <li>• Media engagement (expert advice, media interviews)</li> <li>• Creation of media (podcasts, blogs, websites, videos, etc.)</li> <li>• Patents / Licenses</li> <li>• Commercialization of technology</li> <li>• Entrepreneurship and social entrepreneurship</li> <li>• Social innovation (e.g. Innovate Calgary)</li> <li>• Software creation (e.g. Apps, etc.)</li> </ul> <p><b>f. Other examples of research and scholarship outputs that inform education</b></p> <ul style="list-style-type: none"> <li>• Creation of novel teaching practices and materials support by literature</li> <li>• Design and implementation of technology friendly teaching resources</li> <li>• Development of education platforms</li> </ul> <p><b>g. Other examples of research and scholarship outputs from PPVM</b></p> <ul style="list-style-type: none"> <li>• Creation of novel clinical or diagnostic techniques</li> <li>• Development of new veterinary interventions</li> <li>• Development of new disease preventative approaches</li> </ul>
<b>B.1.2.8</b>	<p>As outlined in B.1.0, the University of Calgary signed the DORA agreement in 2021. This is a global initiative to encourage the development and promotion of best practices in evaluation of researchers and the outputs of scholarly research.</p> <p>Although no framework for best practices is available, the recommendation is to not solely use journal-based metrics, such as journal impact factors or citation rates, as a surrogate measure of the quality of individual research to assess an individual's contribution or in promotion, tenure, and/or assessment decisions.</p> <ul style="list-style-type: none"> <li>• Scientific content, quality and impact of a publication is more important than publication metrics or the identity of journal in which it was published.</li> <li>• Value and impact of all research outputs beyond the publications are considered (for example impact on policy, community, and practice)</li> </ul>

	Given the specialized discipline of veterinary medicine, the criteria to assess the quality and impact of Research and Scholarship can vary between different fields of research within UCVM and academic staff members should provide context and detail impact of their work.						
<b>B.1.2.9</b>	<p>Engagement in research and scholarship associated with PPVM is required to strengthen the academic staff member's knowledge base and expertise as a veterinarian. This includes maintenance of competence in PPVM through demonstrated participation and reflection in continuing veterinary medical education activities, professional development, and personal quality improvement.</p> <p>Contributions to PPVM which are not aligned with any of the above descriptions including those in B.1.2.7 are generally considered as contributions to either PPVM or Teaching. Academic staff members requiring clarity on where and how to report contributions to one's professional discipline should consult with the Head equivalent.</p>						
<b>B.1.3.1</b>	<p>All academic staff members of UCVM are expected to become effective educators who contribute to the educational mandate, namely undergraduate, clinical trainees, graduate, postgraduate, continuing veterinary medical education and/or professional development programs. Teaching includes any activity in which learning occurs, whether it be basic sciences, clinical, technical, or applied education regardless of the level of learner.</p> <p>It is expected that all academic staff will be engaged in Teaching, however, the extent of teaching will vary according to the written expectations of academic staff member's workload assignment. UCVM expects that teaching effectiveness and demonstration of teaching excellence will improve with career development.</p> <p>The numbers of students, type and quality of assessments, context of academic field, student level, session preparation and many other factors will impact the time required to teach and lead courses and programs, sometimes in significant ways.</p> <p>Supervision of remedial or probationary learners is recognized to require substantial additional effort and time.</p> <p>UCVM has defined the following 3 main categories of expectations for teaching and the respective anticipated levels of contributions. Examples of teaching development, assessment, and delivery are provided in B.1.3.6</p> <table border="1"> <tr> <td><b>15-39%</b></td><td>Depending on the role, individuals may contribute as team members involved in curriculum development or delivery. They are expected to contribute to teaching in UCVM programs which may include activities such as vertical coordination, instruction in undergraduate and graduate courses, and other contributions, consistent with their appointment. Faculty members are also expected to participate in the supervision and mentorship of trainees.</td></tr> <tr> <td><b>40-54%</b></td><td>In addition to the above, individuals at this level are expected to provide leadership by coordinating a program component and/or playing a critical role within a team. Coordination of at least one course in UCVM undergraduate programs is generally expected, along with other teaching responsibilities appropriate to their role.</td></tr> <tr> <td><b>55%+</b></td><td>In addition to the above, individuals are expected to demonstrate leadership across multiple aspects of UCVM programs and to make a substantial impact on student learning. They are expected to coordinate at least one course in UCVM</td></tr> </table>	<b>15-39%</b>	Depending on the role, individuals may contribute as team members involved in curriculum development or delivery. They are expected to contribute to teaching in UCVM programs which may include activities such as vertical coordination, instruction in undergraduate and graduate courses, and other contributions, consistent with their appointment. Faculty members are also expected to participate in the supervision and mentorship of trainees.	<b>40-54%</b>	In addition to the above, individuals at this level are expected to provide leadership by coordinating a program component and/or playing a critical role within a team. Coordination of at least one course in UCVM undergraduate programs is generally expected, along with other teaching responsibilities appropriate to their role.	<b>55%+</b>	In addition to the above, individuals are expected to demonstrate leadership across multiple aspects of UCVM programs and to make a substantial impact on student learning. They are expected to coordinate at least one course in UCVM
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<b>55%+</b>	In addition to the above, individuals are expected to demonstrate leadership across multiple aspects of UCVM programs and to make a substantial impact on student learning. They are expected to coordinate at least one course in UCVM						

		undergraduate programs and contribute to broader teaching and learning initiatives in accordance with their role.
<b>B.1.3.6</b>	<p>Teaching development and delivery in any format, including, but not limited to, the following areas, shall be valued, and considered:</p> <ul style="list-style-type: none"> <li>• Discipline courses</li> <li>• Clinical presentations</li> <li>• Clinical, diagnostic, and professional skills teaching</li> <li>• Rotations including, but not limited to: <ul style="list-style-type: none"> <li>○ Practice rotations: rotations constructed specifically for the purpose of delivering veterinary knowledge and skills through a regular structured curriculum including didactic, laboratory, and/or seminars.</li> <li>○ Clinical or diagnostic rotations: work-based rotations delivered through utilization of randomly presented veterinary cases. Topical rounds and seminars may be provided. These rotations may be based at UCVM campus(es), DSU, DVTH, or in the community.</li> <li>○ Designated clinical rotations: clinical rotation that rely on specifically identified case materials or activities. More formal didactic, laboratory, rounds, and/or seminars are provided. These rotations may be based at the UCVM and/or in the community.</li> </ul> </li> <li>• Clinical rounds</li> <li>• In-clinic teaching</li> <li>• Small group instruction</li> <li>• Special clinical events</li> <li>• Field experiences</li> <li>• Supportive and remedial instruction</li> <li>• Research preceptorship</li> <li>• Graduate courses (including VMS, sub-specialization, and certificates)</li> <li>• Non-DVM undergraduate courses</li> <li>• Clinical trainee (interns, residents, fellows, etc.) teaching</li> </ul> <p><b>Additional examples of Teaching relating to learner assessment and review include:</b></p> <ul style="list-style-type: none"> <li>• Course examination blueprinting</li> <li>• Computer patient case simulations development and grading</li> <li>• Communication scenarios and examinations development and grading</li> <li>• OSCE development, assessment, grading</li> <li>• Fourth year formal longitudinal progress assessments (i.e. during homecoming weeks)</li> <li>• Graduate examination development and grading</li> <li>• Advanced clinical trainee examination development and grading</li> </ul> <p><b>Additional examples of Teaching indicators include:</b></p> <ul style="list-style-type: none"> <li>• Evidence of supporting student success (e.g., student feedback on instruction, student achievement of course learning outcomes)</li> <li>• Teaching awards and prizes shall be considered but shall not be taken de factor as evidence of excellence</li> <li>• Engagement in evidence-based reflective teaching practices</li> <li>• Participation in teaching triads and/or peer teaching evaluations</li> <li>• Participation in national or international education societies/associations</li> <li>• Participation and reflection in educational workshops, seminars, conference</li> </ul>	

	<p>Participation in teaching development programs, and/or seeking expert help in the improvement of teaching, will be viewed as an indication of commitment to teaching.</p> <p>In general, pedagogical innovations that are shared beyond an academic staff member's teaching and learning environment should be considered contributions to Research and Scholarship. Similarly, the sharing of pedagogical expertise through publications would normally be reported within Research and Scholarship, teaching, and learning grants depending on project may also be considered under Research and Scholarship but shall not be evaluated or considered twice (i.e. as both Teaching and Research and Scholarship).</p> <p>Clinical and diagnostic teaching of rotations and/or other field experiences will be considered in the evaluation of Teaching contributions with the same value as on-campus teaching.</p> <p>Materials and activities arising from the PPVM may be assessed in Teaching when implemented in the academic staff member's teaching program. Examples include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Development of and assessment of clinical/diagnostic teaching tools</li> <li>• Generation of veterinary case materials for teaching activities and case simulations</li> <li>• Development of simulated models and task trainers</li> <li>• Teaching technologies for veterinary procedures and/or treatments</li> <li>• Ensure provision of appropriate learning environment for students within the DVLC</li> </ul>
<b>B.1.3.7</b>	<p>In addition, primary supervision of postdoctoral associates and clinical trainees (inters, residents, fellows, etc.) is also considered Teaching.</p> <p>In general, an increase in the number of trainees supervised shall be considered an increased teaching activity. The time required to supervise trainees varies by context, stage of training, mix of learners, and other factors. As the number of trainees increase in a research or clinical environment, supervision among the trainees develops, usually leading to a non-linear increase in total FTE required by the academic staff member to supervise their trainee cohort.</p> <p>Graduate students are considered to require more time than postdoctoral associates.</p> <p>Membership on graduate and Honours supervisory committees, co-supervision of clinical trainees, and participation in the assessment of students, for example in candidacy or thesis defense examinations, shall also be considered but shall not receive the same weight as primary mentorship/supervision.</p> <p>Supervision and advising requires regular meetings to support growth of individuals.</p>
<b>B.1.3.8</b>	<p>Other areas of mentorship and student engagement include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• 4th year Homecoming mentors (including grand rounds presentations)</li> <li>• DVM and clinical skills faculty mentor programs</li> <li>• Mentoring and participating in student driven activities (such as SCVMA symposium lectures and labs, career fair lectures, student club presentations, development of student engagement programs)</li> <li>• Supporting students outside the classroom (e.g., student clubs and teams).</li> <li>• Graduate student seminars</li> <li>• UCVM research days (including SURE, PURE, graduate, clinical trainee)</li> <li>• Student block week presentations</li> </ul>

	<ul style="list-style-type: none"> <li>• Clinical trainee grand round days</li> <li>• Neutral chair for graduate student examinations</li> </ul>
<b>B.1.3.9</b>	<p>Educational leadership is highly valued by UCVM and is expected for all academic staff members. Both quality and quantity of contributions to educational leadership will increase with career development especially for Teaching-focused stream academic staff members.</p> <p><b>Examples of educational leadership that are considered Teaching include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Development and implementation of curriculum and/or curricular units</li> <li>• Revisions and implementation of curriculum and/or curricular units</li> <li>• Leads or is a member of a committee developing, revising, implementing and/or evaluating policies or governance to improve education</li> <li>• Course coordination</li> <li>• Rotation coordination (such as a PRC – practicum rotation coordinator)</li> <li>• Course or Program chair (example: Clinical Skills, Professional Skills, Clinical Presentations)</li> <li>• Chairing of clinical trainee programs</li> <li>• Field experiences coordination</li> <li>• Coordination of research or veterinary educational seminar series</li> <li>• Active role in Curriculum Committee and/or subcommittee (e.g. teaching committees, appeals committees)</li> <li>• Active role in Graduate Education Committee</li> <li>• University pedagogical merit reviewer for animal usage</li> <li>• Active leadership role in University Unit Review, Council on Education Accreditation, or other program evaluation or review activities</li> <li>• Leadership role in professional learning to strengthen teaching skills and practices through design, development and implementation of educational workshops, seminars, conference organization, communities of practice</li> </ul> <p><b>Examples of educational leadership that may be performed on behalf of UCVM at the local or broader educational community:</b></p> <ul style="list-style-type: none"> <li>• Chairing committees for educational initiatives</li> <li>• External program evaluation and accreditation</li> </ul>
<b>B.1.3.10</b>	<p>For the purpose of Academic Performance Assessment, delivery of continuing education and/or professional development to the DVM community is considered a Teaching activity when not part of Outside Professional Activity. Quality of these teaching activities can be assessed by collection of appropriate evaluation and feedback obtained in a confidential manner.</p> <p>Outside Professional Activity (including delivery of continuing education and/or professional development to the DVM community) will be considered in the renewal, tenure and promotion processes to the extent that any such activity contributes to fulfilling the obligations of the academic staff member to the University and to enhancing the stature of the University.</p> <p>Teaching and extension activities to the non-DVM communities will also be considered in the evaluation of Teaching activities, particularly when it is related to translation and dissemination of knowledge or a partnership is established with the community to address identified needs through education. Activities that are not documented in regard to quality will still be considered as community service contributions.</p>

<b>B.1.4.1</b>	<p>UCVM has two major categories of Service:</p> <ul style="list-style-type: none"> <li>• Internal Service <ul style="list-style-type: none"> <li>○ Activities within UCVM and the University</li> </ul> </li> <li>• External Service <ul style="list-style-type: none"> <li>○ Activities external to the University</li> </ul> </li> </ul> <p>All UCVM academic staff members are expected to contribute to Internal Service by active engagement in one or more service commitments within UCVM and/or the University. If an academic staff member is not contributing to External Service, they are expected to contribute all their assigned service activity to Internal Service.</p>
<b>B.1.4.3</b>	<p>Allocated time for Service varies by academic staff member and their scholarly context and is outlined in their workload assignment.</p> <p>Academic staff members in administrative leadership roles will generally have large time allocations for Service (with most in Internal Service).</p>
<b>B.1.4.4</b>	<p>Additional Internal Service examples:</p> <ul style="list-style-type: none"> <li>• UCVM committees, working groups, task forces <ul style="list-style-type: none"> <li>○ Service as Chair/Co-chair</li> <li>○ Service as active member</li> </ul> </li> <li>• Administrative leadership roles</li> <li>• Provincial, national, or international roles representing UCVM or the University (prior approval required by Head equivalent or Dean)</li> <li>• Service as an expert (statistical, veterinary, or professional services, etc.) on UCVM or University committees, task forces, or groups</li> <li>• Internal grant review member</li> <li>• University scientific merit reviewer for animal care protocols</li> <li>• Contributions to UCVM which remove structural discrimination and/or advance equity, diversity and inclusion including working with WIDER.</li> </ul> <p>Educational leadership involving committee work that is considered Teaching as described above, shall not be evaluated as Service, or considered twice (i.e., as both Teaching and Service).</p>
<b>B.1.4.5</b>	<p>Additional <b>External Service</b> examples:</p> <ol style="list-style-type: none"> <li>a. External grant reviews, panels, etc., including but not limited to peer review for Canada Research Chair programs, Natural Sciences and Engineering Research Councils, or Canadian Institutes of Health Research review.</li> <li>b. Journals and Publication Platforms <ul style="list-style-type: none"> <li>• Editorial roles</li> <li>• Reviewer roles</li> </ul> </li> <li>c. Work with organizations (provincial, national, and international) including but not limited to: <ul style="list-style-type: none"> <li>• Alberta Veterinary Medical Association</li> <li>• Canadian Veterinary Medical Association</li> <li>• Veterinary specialty colleges</li> <li>• Veterinary discipline associations (i.e., American Association of Bovine Practitioners)</li> <li>• Sector or industry societies or groups</li> <li>• Research organizations</li> </ul> </li> </ol>

	d. Service to Government agencies (e.g., Alberta Agriculture and Irrigation, Canadian Food Inspection Agency, etc.)
<b>B.1.4.6</b>	<p>Community service and engagement arising from or associated with the academic staff member's academic appointment differs from community volunteer activities.</p> <p>While not generally contributing to a substantial portion of the academic staff member's service commitment except as agreed to by their Head equivalent and/or Dean, UCVM encourages community engagement by academic staff members as such activities can be meaningful for members and strengthen our communities. For example: Calgary Stampede, Aggie days, 4-H youth clubs, support of non-governmental organization activities.</p> <p>Engagement in community service that is substantial and ongoing must be discussed with and agreed to by an academic staff member's Head equivalent.</p> <p>Community volunteer activities which are not primarily connected to an academic staff member's scholarly work and expertise are praiseworthy, but are recognized as volunteer contributions and will not be considered in how an academic staff member utilizes their allocated Service time.</p> <p>Media engagement (such as interviews with new agencies) are to be reported in Research and Scholarship.</p>
<b>B.1.4.7</b>	<p>Academic staff members are expected to increase the quality, impact, and/or scope of their Service contributions over time. Contributions shall be assessed based not only on the number of meetings, but the work required outside of the committee and the actual participation of the academic staff member in the service activities.</p> <p>Academic staff members are encouraged to pursue provincial, national and international leadership roles after discussion with and agreement by their Head equivalent.</p>
<b>B.1.5</b>	<p>It is expected that academic staff members, as part of career development, will participate in administrative and leadership activities within the University and appropriate affiliated institutions.</p> <p>Administrative duties and leadership are recognized under Service (usually Internal). In assessing administrative contributions special consideration will be given to the quality and extent of the participation as well as the provision of leadership.</p>
<b>B.1.6</b>	Professional Practice of Veterinary Medicine (PPVM)
<b>B.1.6.1</b>	Professional Practice of Veterinary Medicine (PPVM) is considered the fourth and equally valued major function of UCVM.
<b>B.1.6.2</b>	Academic staff members can perform their PPVM at any accredited veterinary facility (including at UCVM and the DSU) or in a formal consultation capacity with veterinarians. Any veterinary activities involving direct (e.g. primary patient care; anesthesiology) or indirect individual animal, herd, or population assessment, diagnosis, or care (e.g. consultation services, herd health, disease investigation, diagnostic services, pathology services, diagnostic imaging services) shall be considered PPVM.
<b>B.1.6.3</b>	Time spent coordinating the veterinary activities, following up on cases and ancillary tests, completing report submissions, communicating with clients, invoicing, and other associated veterinary activities is also recognized as being part of PPVM. PPVM shall not include time devoted to direct teaching or supervision within clinical or diagnostic rotations or designated clinical rotations, as this is considered Teaching. However, students (DVM, graduate, clinical trainees) may or may not be present while academic



	staff members are engaged in PPVM. PPVM activities are coordinated by the Associate Dean, Clinical Affairs, separate from OPA.
<b>B.1.6.4</b>	<p>Examples of PPVM include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Summaries of PPVM efforts and accomplishments <ul style="list-style-type: none"> <li>○ Cases and/or consultation logs</li> <li>○ Revenue generation</li> </ul> </li> <li>• Provision of high-quality veterinary services using evidence-based practices informed by scholarly sources</li> <li>• Ability to perform PPVM (e.g. surgical, diagnostic, medical, and technical skills)</li> <li>• Level of professional competence</li> <li>• Quality of patient care</li> <li>• Completeness, timeliness and accuracy of investigation procedures, reports, case records, diagnostic test results and interpretations</li> <li>• Timely and effective client communication and correspondence</li> <li>• Quality of consultations and peer recognition (i.e. referral services, veterinary consultations and peer recognition (i.e. referral services, veterinary consultations, outbreak investigations)</li> <li>• Supporting clinical and diagnostic veterinary communities through PPVM mentorship</li> <li>• Role modelling for trainees in veterinary programs</li> <li>• Development of new services to fulfill unmet community need</li> <li>• Providing leadership that advance veterinary communities by sharing expertise that helps other to strength their veterinary practice.</li> <li>• Development of local innovations to improve patient care. Innovations which are disseminated and have impact beyond an academic staff member's own patient cohort should be reported in Research and Scholarship.</li> <li>• Development or refinement of new diagnostic tests and diagnostic services</li> <li>• Contributions to institutional/clinic patient safety and quality management programs including checklist development and compliance</li> <li>• Contributions to institutional/clinic quality improvement, standard operating procedures (SOP), client service satisfaction, cost-effectiveness or other creative interventions</li> <li>• Implementation of laboratory safety and/or quality control programs required for laboratory accreditation</li> <li>• Written evaluations or feedback from veterinary colleagues, management, staff, clients, clinical trainees, from the institution/clinic where the academic staff member engages in the PPVM</li> </ul>
<b>B.1.6.5</b>	The UCVM recognizes that contributions to the veterinary profession demonstrate engagement with the professional veterinary community and contribute to maintaining currency as professional veterinarians.
<b>B.2.1.1</b>	To be considered for appointment in the UCVM, a candidate shall normally hold either a PhD or DVM (or their equivalent) or both. In the case of individuals holding only a PhD, post-doctoral training is generally expected. For individuals holding only a DVM, advanced training or equivalent experiential accomplishments is generally expected. Under exceptional circumstances, individuals holding other terminal degrees will be considered for appointment. For individuals engaging in PPVM, licensure with the Alberta Veterinary Medical Association is required.
<b>B.2.1.2</b>	Academic staff will be reviewed for Tenure, Promotion, and Assessment according to the quality and impact of their contributions. The review will be considered in the context of their workload assignment, and their personal and scholarly contexts. It is expected that academic staff members' contributions should be commensurate with peers of equivalent

	academic rank, discipline, and stream.
<b>B.2.3.1</b>	In addition, appointment at, transfer into, or promotion to the rank of Associate Professor requires evidence of expertise and advanced competence in the PPVM in alignment with the academic staff member's existing (or in the case of a candidate, proposed), workload assignment.
<b>B.2.3.2</b>	<ul style="list-style-type: none"> <li>ix. Recognition of the professional practice of veterinary medicine across and/or beyond the Alberta.</li> <li>x. Substantial and senior contributions to curriculum development and governance locally</li> <li>xi. Substantial and senior contributions to UCVM and/or other local administration and/or Service</li> <li>xii. Participation in educational networks, consortia, or multi-institutional or national/ international curriculum teams</li> <li>xiii. Participation in administrative networks, consortia, or teams.</li> </ul>
<b>B.2.3.3</b>	<p>In reviewing a candidate for appointment at, transfer into, or promotion to the rank of Associate Professor, their contributions to Research and Scholarship will be considered within the context of their workload assignment for Research and Scholarship and their scholarly contexts.</p> <p>Refer to B.1 additional examples</p>
<b>B.2.3.4</b>	<p>In reviewing a candidate for appoint at, transfer into, or promotion to the rank of Associate Professor, their contributions to Teaching will be considered within the context of their workload assignment for Teaching and their scholarly contexts. Academic staff members promoted to the rank of Associate Professor are normally expected to have engaged in formal supervision of graduate students or advanced clinical trainees, with consideration for the advanced training programs and opportunities available at the time.</p> <p>Refer to B.1 additional examples</p>
<b>B.2.3.5</b>	<p>In reviewing a candidate for appointment at, transfer into, or promotion to the rank of Associate Professor, their contributions to Service, will be considered within the context of their workload assignment for Service and their scholarly contexts.</p> <p>Refer to B.1 additional examples</p>
<b>B.2.3.7</b>	<p>In reviewing a candidate for appointment at, transfer into, or promotion to the rank of Associate Professor, their contributions to PPVM (where relevant) will be considered within the context of their workload assignment for PPVM and their scholarly context.</p> <p>Refer to B.1 additional examples</p>
<b>B.2.4.1</b>	<ul style="list-style-type: none"> <li>x. Recognition of their professional practice of veterinary medicine across and/or beyond Canada.</li> <li>xi. Outstanding and high-impact contributions to instruction, curriculum development and governance locally</li> <li>xii. Outstanding and high-impact contributions to UCVM and/or other local administration and/or Service</li> <li>xiii. Participation in internationally known educational networks, consortia, or teams</li> <li>xiv. Participation in internationally known administrative networks, consortia or teams</li> </ul>

	<ul style="list-style-type: none"> <li>xv. Formal leadership role in fostering research and scholarship (e.g., institute directors, research group leads)</li> <li>xvi. Informal research and scholarship leadership positions (multi-institutional team grant lead)</li> <li>xvii. Coordination or invited member for national or international conferences or symposia</li> <li>xviii. Chair of national or provincial organization of research scientists</li> <li>xix. Membership of National Centres of Excellence and other consortia</li> <li>xx. Research awards (e.g., awards in research community, best paper, best conference presentation, etc.)</li> <li>xxi. Invitations to serve as external examiner on National / International graduate student thesis exams</li> <li>xxii. Invitation to serve as external examiner of Tenure and Promotion evaluations at other institutions (National / International)</li> </ul>
<b>B.2.4.2</b>	<p>In addition, academic staff members with time allocated to the PPVM should be recognized for the highest quality veterinary expertise and advanced competence in the PPVM, resulting in distinguished recognition.</p> <p>Demonstration of national or international reputation as a clinician of distinction may include clinical publications, development and dissemination of new approaches or techniques, or presentations for continuing professional development at national or international meetings.</p>
<b>B.2.4.3</b>	<p>In reviewing a candidate for appoint at, transfer into, or promotion to the rank of Professor, their contributions to Research and Scholarship will be considered within the context of their workload assignment for Research and Scholarship and their scholarly context.</p> <p>Refer to B.1 additional examples</p>
<b>B.2.4.4</b>	<p>In reviewing a candidate for appointment at, transfer into, or promotion to the rank of Professor, their contributions to Teaching will be considered within the context of their workload assignment for Teaching and their scholarly context.</p> <p>Refer to B.1 additional examples</p>
<b>B.2.4.5</b>	<p>In reviewing a candidate for appointment at, transfer into, or promotion to the rank of Professor, their contributions to Service, will be considered within the context of their workload assignment for Service their scholarly context. In the area of service, contributions to both Internal and External Service are required.</p> <p>Refer to B.1 additional examples</p>
<b>B.2.4.6</b>	<p>In reviewing a candidate for appointment at, transfer into, or promotion to the rank of Professor, their contributions to PPVM (where relevant) will be considered within the context of their workload assignment for PPVM and their scholarly context.</p> <p>Refer to B.1 additional examples</p>
<b>B.2.5.1</b>	<p>Where appropriate within their proposed workload assignment for academic duties, a candidate must have evidence of proficiency in the professional practice of veterinary medicine, as well as promise of future development as a veterinarian academician.</p>
<b>B.2.5.2</b>	<p>In addition, engagement in the PPVM is considered important to maintain clinical, diagnostic, and professional skills and competencies. Engagement in research and</p>

	scholarship associated with PPVM is required to strengthen the academic staff member's knowledge base and expertise as a veterinarian.
<b>B.2.6.1</b>	<p>In reviewing a candidate for appointment at, transfer into, or promotion to the rank of Associate Professor (Teaching), their contributions to Teaching and Research and Scholarship will be considered within the context of their workload assignment for Teaching and Research and Scholarship and their scholarly context.</p> <p>Refer to B.1 additional examples</p>
<b>B.2.6.3</b>	<p>In reviewing a candidate for appointment at, transfer into, or promotion to the rank of Associate Professor (Teaching), their contributions to Service and, will be considered within the context of their workload assignment for Service and their scholarly context.</p> <p>Refer to B.1 additional examples</p>
<b>B.2.6.5</b>	<p>In reviewing a candidate for appointment at, transfer into, or promotion to the rank of Associate Professor (Teaching), their contributions to PPVM (where relevant) will be considered within the context of their workload assignment for PPVM and their scholarly context.</p> <p>Candidates should have recognition of their professional practice of veterinary medicine across and/or beyond Alberta.</p> <p>Refer to B.1 additional examples</p>
<b>B.2.7.1</b>	<p>In reviewing a candidate for appointment at, transfer into, or promotion to the rank of Professor (Teaching), their contributions to Teaching and Research and Scholarship will be considered within the context of their workload assignment for Teaching and Research and Scholarship and their scholarly context.</p> <p>A fifth category, specific to UCVM, of which the academic staff member may demonstrate documented evidence of achievement is Veterinary medical education. This includes work-based teaching and learning practices (clinical/diagnostic education), supporting clinical and diagnostic veterinary communities through mentorship (ie mentoring DVLC clinicians), and/or providing leadership that advance veterinary communities by sharing expertise that helps others to strengthen their veterinary practice.</p>
<b>B.2.7.2</b>	vii. Recognition of their professional practice of veterinary medicine across and/or beyond Canada.
<b>B.2.7.3</b>	<p>In reviewing a candidate for appointment at, transfer into, or promotion to the rank of Professor (Teaching), their contributions to Service, and PPVM (where relevant), will be considered within the context of their workload assignment for Service and PPVM and their scholarly context.</p> <p>In addition, academic staff members with time allocated to the PPVM should be recognized for the highest quality veterinary expertise and advanced competence in the PPVM, resulting in distinguished recognition.</p> <p>Demonstration of national and international reputation as a clinician of distinction may include clinical publications, development and dissemination of new approaches or techniques, or presentations for continuing professional development at national or international meetings.</p>
<b>B.3.1.2</b>	Members of the UCVM Faculty Tenure and Promotions Committee (FTPC) are to contextualize the relevant criteria in accordance with each academic staff member's personal context (including recognition of structural barriers), scholarly field context,

	workload assignment and assigned duties, rank, and stream.  See also A.3.7.xv
<b>B.3.6.3</b>	During the process of tenure and/or promotion, academic staff members that have an allocation of workload assignment to PPVM may include feedback from members of the location where the academic staff member carries out their PPVM. This is encouraged for academic staff members with a significant workload assignment to PPVM.
<b>B.4.1.2</b>	The Head equivalent, are to contextualize the relevant criteria in accordance with each individual's scholarly field context, workload assignment and assigned duties, rank, and stream.  See also A.3.7.xvi
<b>B.4.1.3</b>	Academic staff members are expected to fulfill their workload assignment and meet the associated obligations in order to be eligible for a Progress Through the Ranks (PTR) increment.
<b>B.4.1.9</b>	For clarity, activities provided as part of an academic staff member's workload assignment to PPVM are not Outside Professional Activities.
<b>B.4.4.2</b>	The Research and Scholarship contributions are to be assessed in relation to the academic staff member's workload assignment for Research and Scholarship. This assessment should be contextualized to the academic staff member's personal and scholarly contexts.
<b>B.4.4.4</b>	Academic Staff need to identify the ongoing status of any works in progress to enable any persons or groups reviewing their work to understand if it has been submitted, is 'under review', or is 'in press'. Works in progress should be identified under current research and scholarship projects and serve as evidence of ongoing academic contributions but are not provided academic credit at this time.  The publication date of record for "Publications" will be determined based on either the date the academic staff member received formal notice that their submission has been accepted in its final format and is 'in press', or the actual date of formal publication. Academic staff members may select either of these dates. In the event an article is credited as 'in press' in one assessment cycle, it cannot be credited again as formally published the subsequent assessment cycle. Academic credit is only provided for either the initial 'in press' notification, or the date for formal publication.
<b>B.4.5.5</b>	The Teaching contributions are to be assessed in relation to the academic staff member's workload assignment for Teaching. This assessment should be contextualized to the academic staff member's scholarly context.
<b>B.4.6.3</b>	Service contributions are to be assessed in relation to the academic staff member's workload assignment for Service. This assessment should be contextualized to the academic staff member's scholarly context.
<b>B.4.7</b>	Criteria for Assessing PPVM Activities
<b>B.4.7.1</b>	Professional Practice of Veterinary Medicine (PPVM) is considered the fourth and equally valued major function of UCVM. Engagement in the PPVM is considered important to maintain clinical, diagnostic, and professional skills and competencies.
<b>B.4.7.2</b>	PPVM contributions are to be assessed in relation to the academic staff member's workload assignment for PPVM. This assessment should be contextualized to the academic staff member's scholarly contexts.
<b>B.4.7.3</b>	In assessing PPVM activities, the Head equivalent and members of the FAC shall refer to criteria for PPVM as set out in Part B.1, and criteria established for PPVM criteria for academic staff members in different ranks and streams as set out in Part B.2.

## **PART C**

*Academic Appointments Selection Procedures,  
Position Posting, Expedited Procedures for  
Dual Career and Strategic Hiring,  
Equitable and Inclusive Hiring Initiatives*

<b>C.2.1</b>	The chair of the Academic Appointment Selection Committee in conjunction with the Head equivalent are responsible for drafting a position posting. The position posting is reviewed by leadership committee prior to submission to the Dean for final approval.
<b>C.2.4.vii</b>	Where appropriate, a statement of veterinary interests, skills, and competencies may be requested.
<b>C.3.1.1</b>	The individuals responsible for the selection and appointment of the Academic Appointment Selection Committee are identified in Part C.3.1.2.
<b>C.3.1.2.ii</b>	Three to five voting members academic staff members of UCVM, with a majority of these members holding a Continuing appointment, are appointed by the Dean in consultation with the Chair of the Academic Appointment Selection Committee.
<b>C.3.1.2.iii</b>	At least one voting member who holds an appointment as an academic staff member within UCVM but is outside the targeted discipline, as applicable, is appointed by the Dean in consultation with the Chair of the Academic Appointment Selection Committee.
<b>C.3.1.2.iv</b>	At least one voting member from outside UCVM and any applicable Conjoint Unit is appointed by the Dean in consultation with the Chair of the Academic Appointment Selection Committee.
<b>C.3.1.2.v</b>	Student representation is not required on the Academic Appointments Selection Committee, but one graduate or undergraduate student can serve at the discretion of the Dean as a voting member. Students will be invited by the Chair of the Academic Appointments Selection Committee to seminars by the candidate (e.g., teaching, research seminars) and will be provided with opportunities to provide written feedback to the Chair for distribution to the committee.
<b>C.3.1.2.vi</b>	These members, who serve to provide additional expertise, will be voting and are appointed by the Dean in consultation with the Chair of the Academic Appointment Selection Committee.
<b>C.3.2.2.ii</b>	Additional criteria and expectations based on Part B.1 and B.2 that describe PPVM will also be considered as relevant.