

**Department of Clinical and  
Administrative Sciences**

**Guidelines for Appointment and  
Promotion of Non-tenure Track Full Time  
and Part Time Faculty**

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## **Introduction**

The individual performance of each faculty member and the collective performance of the Departmental Faculty as a whole determines the ability of the Department to function, progress, develop excellence and serve the students of ULM, the citizens of Louisiana, and the profession of pharmacy. Thus, the success and reputation of the Department are highly dependent upon the talents of its faculty and how effectively those talents are marshaled to accomplish the missions of the Department, College and University. To achieve and maintain high quality, a comprehensive faculty evaluation system is essential. This document discusses a performance evaluation system for promotion. Properly administered, this system will encourage professional growth of individual faculty members and assure retention of those faculty members who demonstrate a high level of quality in their work.

The work of Faculty members as individual professionals is often difficult to categorize or measure in traditional academic terms. Clinical Track Faculty have vital roles in the development and maintenance of pharmaceutical care services that serve health-care professionals, patients, and/or the public at large, in addition to the conventional areas of scholarship, teaching, and service (i.e. charitable, professional and University). Because of these responsibilities, performance evaluations of Clinical Pharmacy Faculty should consider their uniqueness in the traditional University setting.

To receive positive consideration for promotion, faculty must demonstrate a sense of consistency and quality in their work. In addition to the minimum degree and experience requirements stated in the Faculty Handbook, non-tenure track faculty members in the Department of Clinical and Administrative Sciences are expected to provide significant and quality contributions in the areas of Teaching and Service. In addition to this fundamental requirement, the faculty member must also perform satisfactorily in the third area of concern, Scholarship. It is recognized that the types of activities in each of these areas may differ among faculty and the terms significant and satisfactory contributions are not inclusive in meaning. The term satisfactory means performance that is comparable to typical faculty members within the Department with similar workloads. The term "significant" in this context denotes performance that meets or exceeds that of peers, at this institution and at comparable institutions, who have recently achieved similar promotion and are respected for their contributions.

It should also be noted that while the following criteria address promotion criteria analogous to the Group II criteria in the Faculty Handbook, these are not the only criteria on which faculty are evaluated. The value of a faculty member is also dependent upon talent, intellectual curiosity, creativity, enthusiasm, attitude, rapport with students and colleagues, the ability to motivate, teaching ability and effectiveness, professional behavior, and many other intangible qualitative factors that cannot be measured quantitatively. Performance appraisals are not just about tangible activities (such number of hours taught received, clerkships or graduate students precepted, papers published). A large part of a job well done also involves behavioral issues -- sometimes tangible (e.g. Interaction with coworkers and students) sometimes not (e.g. Department morale). Some valid subjective traits include the ability to work well with others, initiative, willingness to put in extra time and effort whenever necessary, and ability to take direction.

Non-tenure track faculty members below the rank of associate professor or equivalent shall serve a probationary period of not less than five years of continuous service and may be evaluated during the sixth year of continuous service for the purpose of determining eligibility for promotion to associate professor. Faculty members at the rank of associate professor or equivalent shall serve a probationary period of at least one year. After serving the appropriate probationary period, the faculty member may request to be evaluated for promotion. The process used for promotion evaluation will parallel that of the promotion and tenure process, and faculty members will be evaluated according to the criteria outlined below.

Because the above stated time guidelines were developed to allow for appropriate faculty development and evaluation, early application for promotion is discouraged, and those requesting early promotion must demonstrate accomplishments above and beyond those necessary for promotion at the normal intervals.

### **Administrative Appointments**

Faculty members in the Department may have administrative appointments within the College of Pharmacy. Evaluation of administrative functions is the responsibility of supervising administrators. However, administrative workloads involved need to be considered by the evaluating committees. The administrative responsibility of College of Pharmacy faculty should be clearly defined by the Dean in writing and a copy of these responsibilities including a percent-effort of the appointment placed in the personnel file of the individual. The quantity of teaching, service and scholarship evaluated should take into account the percent administrative effort.

### **Teaching**

Exemplary teaching/instruction is one of the goals of University of Louisiana at Monroe. In keeping with this goal, the expectations for, and the types of teaching activities undertaken by tenure-track faculty may include activities such as:

- Didactic instruction for Professional Students; Graduate Students; Resident Trainees; Clinical Fellowship Trainees; Undergraduates in the School of Pharmacy.
- Experiential instruction for professional students and resident trainees
- Laboratory instruction for professional students, graduate students, and clinical fellowship trainees.
- Active participation in multidisciplinary and interdisciplinary teaching efforts within the College of Pharmacy.
- Active participation in off-campus, distance learning and continuing education efforts

### Evidence of Teaching/Instruction

The evaluation of faculty teaching must be accomplished through the use of a method that reflects the diversity of the various instructional components. A teaching portfolio, which includes student evaluations, peer evaluations, and measures of teaching improvements/innovations provides a means to measure such diversity. Evaluations are used to help assess the quality of teaching. Included in the evaluation process will also be consideration of teaching quantity.

### Teaching Portfolio

Each faculty member will be asked on a yearly basis to assess critically his/her teaching activities and to maintain a teaching portfolio for both professional and graduate teaching/instruction. The information in the teaching portfolio will be maintained by the Department Head unless otherwise indicated. Items in the teaching portfolio may include:

- A reflective statement of teaching goals, responsibilities and approach. This statement will state the specific teaching goals for the next year. These goals should be consistent with the short- and long-term goals of the Department, College, and University and written in behavioral terms. In addition, the faculty member will analyze the extent to which teaching goals for the previous year were met, provide an assessment of their areas of strength and weakness, and list any specific plans for teaching/instruction enhancement and improvement over the next year. The

Department Head will be expected to review the completed statement with the faculty member and to either approve or modify in conjunction with the faculty member (if necessary) the specific goals and plans for the next year.

- A list of courses taught, with enrollment numbers, the number of contact hours, the format of each course (didactic vs. laboratory), and whether it's team-taught or a new course.
- A list of team-taught courses coordinated, with enrollment numbers, the numbers of instructors in the course, and the format of the course
- Number of professional student, graduate student, resident, or clinical fellow advisees
- Course syllabi (for single instructor taught courses or for coordinators of team taught courses or lecture syllabi for instructors' team-taught courses. Course syllabi should at a minimum include: Course descriptions, with details of content, objectives, teaching methods, competency outcomes, office hours and procedures for evaluating student learning. Lecture syllabi should at a minimum include: an outline of the content, lecturer objectives and/or competency outcomes, teaching methods, office hours and procedures for evaluating student learning, and example test questions, reading lists; and where appropriate, assignments with detailed keys.
- Representative exams (or exam questions for team-taught courses), quizzes, videotapes and/or other materials employed in student assessment.
- Representative handouts, problem sets, lecture outlines.
- A listing of seminars or professional meetings attended in relation to teaching.
- Student, resident, fellow evaluations of teaching
- Peer and Departmental Head evaluations. Peers can provide valuable assessment of teaching quality, with a perspective not possible from students. Peer evaluations will be expected to provide positive feedback when appropriate, constructive criticism when necessary, and specific instruction for continued improvement of teaching skills. Peer evaluation may be conducted by faculty within and/or outside the Department. Once completed, peer evaluations should be forwarded directly to the Department Head.
- Measures of teaching improvement/innovation
- Development and incorporation of significant course changes or development or incorporation of innovative teaching methods are important desirable activities if they lead to improvement of teaching. Examples include development and incorporation of new, creative, educational techniques in a variety of formats to provide didactic material to students either on- or off-site. (Computerized material, problem-based learning, video or videodisk, etc); development and incorporation of new, creative methods by which to conduct or enhance experiential teaching either on- or off-site; development and incorporation of new, creative multidisciplinary or interdisciplinary efforts in either didactic or experiential teaching; development and implementation of a new course, or part of a new course that utilizes innovative teaching methods or concepts, significant instructional improvement projects or methods undertaken, Creative contributions to an instructional program, including development or significant revision of curriculum or course of study.
- Leadership within the faculty for curriculum development.
- Teaching improvements or innovations should be described in the portfolio. Feedback should be obtained from peers and/or the involved students to assess the benefit/impact of these activities, and this information should also be included in the portfolio.
- Honors or special recognitions for teaching accomplishments which may include but not be limited to: Honorary lectureships, Guest lectureships at national and regional meetings, Teaching awards from professional and educational associations, Teaching awards from professional student associations/organizations, External funding of scholarships, residencies, fellowships, and traineeships, Consultants to other universities and health care organizations, Awards/honors earned by Pharm.D.

Candidates, Pharmacy Administration Doctoral Candidates and/or residents directly mentored/tutored, visiting professorships, serving as an editor for practice or teaching columns, chapters, books or software.

#### Optional items in teaching portfolio

- Description of the uses of computers or other technology in teaching.
- Scores on standardized or other tests of skills and/or competencies, before and after instruction.
- Description of the development of student experiential programs.
- Description of assistance provided to colleagues on teaching
- Descriptions of training graduate students for careers in teaching.
- Description of the design of new courses or redesign of old courses.
- Description of the design of interdisciplinary or collaborative courses or teaching projects.
- Description of new methods for teaching, assessment of learning, or grading.
- Preparation of a textbook or development of other course materials to facilitate learning.
- Teaching awards
- Descriptions of any invitations or requests, based on teaching reputation to consult, conduct workshops, write articles, provide advice, etc.
- Results of exit interviews with students or interviews with alumni regarding effectiveness of faculty teaching.
- Consultation with other ULM departments and faculty regarding courses, curriculum, and instruction.
- Consultation with faculty and practitioners outside ULM for content or instructional methodology.
- Election to offices, committee activities and other important service to professional associations and learned societies including editorial work and peer reviewing as related to teaching.

It is recognized that faculty members might not be engaged in every teaching/instruction activity listed above at any given time. However, faculty should endeavor to participate in all of the previously listed activities relevant to their discipline, unless a given activity has been precluded by factors beyond the faculty member's control (e.g., lack of appropriate funding for residencies or fellowships). In joint endeavors, the evidence should specify the extent of each person's contributions.

#### **Service**

The University of Louisiana at Monroe should expect "high quality" with regards to health care and service provision to the State. Part of the mission of the Department of Clinical and Administrative Sciences is to develop and maintain quality pharmacy practice sites that serve as models for the development of patient-focused pharmacy practice across the state. In this regard, the provision of quality pharmaceutical care is recognized as a service not only to the patients and health-care professionals involved, but also to the State at large. High quality service provision should thus be encouraged, recognized and rewarded. In addition to the provision of pharmaceutical care, the term service refers to the work that faculty members perform for the nation, State, University, College, Department, and public organizations that contributes to the welfare of others. Examples of service activities include but are not limited to (in alphabetical order):

- Appointment or election to offices in professional organizations
- Committee or task force membership (Practice site, Departmental; College; University; Local; State; Regional; National; or International)

- Consultant activities. Consulting activities demonstrate expertise in a particular field. Such activities bring recognition to the faculty member, the College and the University. Such activities include but are not limited to serving as a consultant to the pharmaceutical industry, including serving on a speaker's bureau, state government or healthcare related organizations and institutions.
- Coordination of and participation in College Continuing Education Programs
- Editor, editorial board, referee activities;
- Grant reviewer for funding agencies
  - National level agencies (e.g. NIH, NSF, National American Cancer Society)
  - Professional Organizations (e.g. AACP, ACCP, ASHP)
  - State Organizations (e.g. La Heart Association, La Lung Association)
  - Local Funding Sources (e.g. ULM sponsored grants)
- Mentorship of junior faculty.
  - Participation in the mentoring of junior faculty is an activity that should be shared by all senior faculty. The senior faculty should be available and willing to provide advice, guidance, and assistance to junior faculty in their teaching, scholarly activity, and service activities.
- Pharmaceutical Care Provision
  - The actual practice of pharmacy through the provision of pharmaceutical care is considered to be service to the College when it contributes to the College's overall mission. Additionally, the provision of quality pharmaceutical care is considered a service to the patients and health-care workers involved as well as to the State at large.
- Presentations to lay public, community groups
  - Examples of presentation types include health fairs, speaking engagements, "brown bag" medication review sessions, and media presentations/interviews. When the same presentation is provided multiple times to different public or community groups, such presentations will be generally considered as service if they contribute to the overall goal and mission of the College or University and are performed for no, or only token, remuneration. Continuing education presentations or other presentations to professional groups completed outside the College of Pharmacy's Continuing Education Program are generally considered teaching or service, as most appropriate.
- Service on graduate student, professional student, clinical fellowship, or resident committees.
  - This activity should be considered either teaching or service, depending on the extent to which the committee member is involved in the actual teaching of the involved student, or trainee.
- Special project assignment from the Dean, Department Head, or other administrators
- Student advising – professional degree students, student organizations
- Teaching students not enrolled in the University of Louisiana at Monroe or one of its sponsored training programs.

### Evaluation of service

The evaluation of service includes an assessment of the extent to which the activities benefit the citizens of Louisiana, the College, the University, or the profession. In addition to service within a person's professional expertise as a faculty member, and performed with one's University affiliation, community service may be considered for evaluation. Appropriate high quality service is required for promotion. Some or all of the following criteria may be used to assess service activities:

#### Provision of Pharmaceutical Care

Criteria used to evaluate the provision of pharmaceutical care include but are not limited to:

- Evaluation of service by colleagues or others in a position to observe outcomes, or Patient satisfaction surveys.
- Direct assessment of practice management by systems administrators and managers including but not limited to: written observations by responsible administrators and managers, written reports documenting practice leadership from a systems/managerial perspective, adoption of pharmacist directed drug therapy protocols by institutional/clinic committees, income generation through contracts and billings, transfer of practice models to other sites or systems.
- Development of a practice portfolio.  
Each year, faculty members engaged in pharmaceutical care provision will prepare a portfolio that includes the following: written practice related goals and a related plan of action for the upcoming year, the extent to which past goals and plans were accomplished, a brief summary of the practice-related service activities undertaken, and the extent of involvement in each one, documentation of patient care related innovations initiated, and documentation of any assessment of patient care outcomes conducted.
- Committee or task force memberships, student advising, service on graduate committees, holding of professional offices, ULM College of Pharmacy continuing education coordination or participation, editor/referee activities, consultant activities, mentoring of junior faculty, presentations to public or community groups. Faculty members should clearly indicate on their annual activities report, the number and extent of their contribution to various committee, task force or other memberships, their specific advising/graduate committee activities, the professional offices held and specific responsibilities of these offices, the number and type of editor/referee and consultant activities undertaken, and for each presentation, the date and title of the talk, type of audience, location, and sponsoring agency.
- Special project assignment from the Dean, Department Heads, or other administrators. Special project assignments, other than those that carried out as a part of a committee assignment, that require a significant amount of time and effort on the part of an individual faculty member should be briefly evaluated by the administrator(s) responsible for assigning them.
- Objective evaluation of practice effectiveness and quality through outcomes documentation and analysis including but not limited to: Morbidity and/or mortality data, general and disease/patient population specific, Hospitalization data, adverse reaction, adverse event avoidance data, cost-effectiveness and similar pharmacoconomics data, patient compliance data, pharmacy parameters within health system "report cards". Publication of these outcomes data should be considered of prime importance.
- Recognition as an expert through writings, seminars, invited lectures, visiting professorships, lectureships, project leadership etc.
- Certification and re-certification by specialty boards.
- Completion of certificate programs (e.g. certified diabetes educator).
- Designation as a fellow or other similar practice achievement recognition.
- Grants or contracts to support practice expansion or enrichment.
- Practice consultant to non-pharmacy organizations.
- Participation in the Department mentoring program
- Demonstrated willingness to volunteer for unexpected teaching, practice, or services activities.
- Honors, awards, and special recognition for service activities
- Other miscellaneous activities such as timely, consistent, and thoughtful input into Department planning retreats and activities, Proactive problem identification and problem solving on behalf of the Department and College, organization of Department or College-wide professional service initiatives, active, consistent, and reliable attendance at Department and College seminar series, active, consistent, and reliable attendance at faculty applicant interview seminars and participation in



the professional and "social" activities of faculty and resident recruitment, active participation in Departmental and College sponsored receptions and outings, reliable representation of the College and Department at local, regional, and state professional association meetings, reliable representation of the Department and College at community events. Reliable representation of the Department and College at Health Sciences sponsored meetings, seminars, and continuing education programs, active participation in orientation programs for pre-pharmacy students.

## **Scholarship**

All faculty are expected to engage in scholarly activities. Creative scholarly activity includes both original research resulting from investigative work or other peer reviewed contributions to the professional and scientific literature. Scholarship can take several forms including discovery, integration, application, and teaching. A key component of the definition of scholarship is that it results in publications or other products or services that can be readily evaluated. Activities encompassed by each type of scholarship are as follows:

### ***Scholarship of Discovery***

Faculty members have the responsibility for the creation as well as the dissemination of new knowledge. The creation of new knowledge constitutes the scholarship of discovery. Faculty members engaged in the scholarship of discovery, regardless of whether involved in laboratory, field based, or practice related projects should engage in scholarship with applicability related to health care or the profession of pharmacy. Examples include but are not limited to:

- Drug design and discovery, drug development, elucidation of the biochemical causes of disease, drug metabolism, pharmacokinetics, biopharmaceutics, pharmacodynamics, drug delivery and the design or evaluation of drug delivery systems.
- Health services research (delivery, access, quality and cost), social and behavioral aspects of therapeutics relative to pharmacy practice, patient outcomes research, innovations in pharmaceutical care, pharmacoeconomics research, health promotion, and disease management research.
- Outcomes research, research into methods for optimizing drug therapy or drug delivery, with an emphasis on those conditions prevalent in Louisiana and the region, research into methods for enhancing patient care, research into methods for enhancing information provision to practitioners, research into new types of therapy for the treatment of conditions prevalent in Louisiana and the surrounding region, identifying rare new, or novel adverse drug reactions or drug interactions.

### ***Scholarship of Integration***

Because of the sheer volume of published information, it is difficult to differentiate critical facts and original research findings from those that are less important or that contain serious methodological flaws. The scholarship of integration refers to the comprehensive, analytical review of the literature in a particular area or field with critical interpretation of the results and conclusions.

Examples of this type of scholarship include, but are not limited to:

- Preparation of instructional material for workshops, short courses, or symposia; authorship of books, solicited or peer-reviewed review articles, book chapters, or monographs.
- Comprehensive review of the literature in a particular area published in peer-reviewed journals, including meta-analysis or systematic reviews.
- Publication of the development, implementation, and evaluation of practice guidelines that are prepared based upon the published literature.
- Publication of brief or less in-depth reviews, unsolicited non-peer reviewed review articles, continuing education articles, and articles for local, state or national newsletters.

### ***Scholarship of Teaching***

New or innovative teaching methods that are developed and can be critically reviewed and evaluated are considered to be scholarly in nature and are defined as “Scholarship of Teaching”. Examples of this type of scholarship include but are not limited to:

- Evaluation of the effects of different teaching methods on student learning.
- Development of course materials using new or different technologies.
- Evaluation of these materials; and the evaluation of different methods for providing continuing education.
- Publications in teaching journals
- Grants related to instruction

### ***Scholarship of Application***

The provision of pharmaceutical care involves the application of research findings and other knowledge for the improvement of health. For this to be considered scholarly, the faculty member must apply knowledge in a manner that provides insight or understanding. When the knowledge application can be critically evaluated by the beneficiaries of the service (patients, other healthcare professionals, the public) and colleagues, it can be considered scholarly and is defined as the scholarship of application. Examples of this type of scholarship include, but are not limited to:

- Technology transfer from basic to applied sciences
- Implementation of intervention programs in health care including patient-oriented services such as health promotion and disease management and the evaluation of these programs
- Development and evaluation of a new type of practice model on patient care or health outcomes; assessing the effect of clinical pharmacy services on health practitioners knowledge or care provision; evaluating the impact of previously prepared practice guidelines on health care; and applying a practice model developed in one setting to a another rural or remote site with evaluation of the resulting impact.

- Scholarly publications/presentations describing service related activities. Faculty should endeavor to engage in practice-related service activities that can also be considered scholarly in nature. Evidence in the development of unique or innovative service activities can be assessed by documentation of any publications/presentations resulting from such efforts.

## Evaluation of Scholarly Activity

### ***Components and Weight***

As described previously, all faculty members are expected to be scholars, demonstrating a significant contribution based on the percentage of their time assigned to this endeavor. In order to evaluate scholarship, regardless of the type, there must be evidence of the work performed that can be evaluated by colleagues and peers. The nature of the scholarship (e.g., application vs. integration) is not critical. Evaluation should focus on the quality of the work presented as evidence rather than simply on the quantity of work presented. Furthermore, both publications and research funding may be part of the evidence of scholarly activity by a faculty member seeking to demonstrate significant contributions in scholarly activity. Evaluation of scholarly activity generally includes review of the following evidence:

#### **Grants, contracts, and other funding**

All non-tenure track faculty members should make the opportunity to seek funding for their scholarly activities. Funding may be obtained from a variety of sources, both intramural and extramural. Although it is unrealistic to expect that all grant/contract applications will be funded, there should be a record of scholarly growth. It is not appropriate for a faculty member to only pursue institutional grants or protocols developed by the source providing the funding. The goal of all faculty should be to progress toward becoming an independent scholar; however, collaborative scholarly activity is also valued. In instances when a faculty member serves as a co-investigator on a grant or contract, they must document their particular intellectual contribution to the project.

#### **Publications**

All non-tenure track faculty members are expected to publish their scholarly activities. Although more weight will be given to primary or corresponding authorship, true collaborative efforts are also highly valued. For each publication, the faculty member must document their specific contribution to the publication. The majority of a faculty's publication should reflect achievements in the scholarship of discovery, application, integration, and/or teaching as defined above. All publications are important indicators of scholarship; however, emphasis is placed on publications that have undergone the peer review process. The types of publications to be used for evaluation will include:

- A. Books, book chapters, peer reviewed articles of original research in national/international journals, peer reviewed review articles, peer reviewed case series articles, or original case reports.
- B. Non-peer reviewed articles (original research, case report, review articles), continuing education articles, patents.

- C. Abstracts of presentations, monographs, letters to the editor, editorials, book reviews, commentaries, and all other types of publication.

### **Professional/scientific meeting and other scientific presentations**

These include presentations of the results from scholarly activities at regional, national, or international meetings. Although providing a professional seminar at meetings primarily for continuing education purposes generally is considered a teaching or service activity, invited presentations represent acknowledgment of expertise in the area and should be recognized as such.

Scholarly presentations will include:

- A. Invited research seminar
- B. Podium/Poster
- C. Research seminar at other institutions
- D. Internal research presentation (ULM, seminar etc.)
- E. Invited professional seminar at a national, regional or state meeting

### **Inventions**

To receive consideration as scholarly activity, documentation demonstrating the usefulness of the product patented, licensed, or copyrighted must be provided.

### **Pharmaceutical Care Services**

To receive consideration as scholarly activity, documentation demonstrating the quality and usefulness of the service must be provided. This documentation is usually in the form of a peer reviewed published report and may include, but is not limited to:

- Evaluation of the impact of a pharmaceutical care services on patient health-care costs, health status, or quality of life.
- Evaluation of the impact of the pharmaceutical care service on the profession of pharmacy
- Evaluation of the impact of a service on the public at large.

In addition to the peer review process, the quality of a faculty member's research may included but not be limited to:

- Impact factor of the journals in which the faculty member's manuscripts are published.
- Honors and awards for research or other creative activities.
- Quality and quantity of citations and reprints of the faculty member's research publications.
- Peer acceptance of innovative new patient care technique as evidenced by acceptance in other healthcare systems; evidence of peer review is essential.
- Diffusion of new practice models (patient care and managerial) into multiple healthcare systems); evidence of peer review is essential.
- Selection for membership on the Graduate Faculty or service as a Graduate student instructor/mentor/coach/collaborator.
- Special fellowships for research or healthcare creative scholarly activities
- Individuals from outside the state or nation seeking to study the faculty member's work and innovations.

In joint endeavors, the evidence should specify the extent of each person's contribution.

## **PROMOTION AND MERIT CONSIDERATIONS - NON-TENURE TRACK FACULTY**

### **Teaching**

Significant contributions in teaching are required of all faculty members regardless of rank unless that faculty member's letter of appointment specifies otherwise. The most important factor in the evaluation of a faculty member's teaching performance involves an assessment of quality. The teaching portfolio may include:

- Student evaluations
- Course syllabi and other supporting materials (e.g., representative exams, quizzes, and handouts).
- Peer and Departmental Head evaluations of teaching
- Measures of teaching improvement and innovation
- Publications in Teaching Journals
- Honors and Awards received

The other required and optional items in the teaching portfolio should also be given consideration because they provide evidence of the depth and breadth of a faculty member's teaching activities and can help provide further supporting evidence for the assessments listed above. Teaching innovations may or may not prove to be successful and credit should be given for all attempts made on sound principles.

### **Promotion from Assistant Professor to Associate Professor**

Significant contributions with respect to quality and quantity are required for promotion from assistant to associate professor. Assistant professors wishing to be promoted to associate professors must demonstrate quality didactic and experiential teaching, and the ability to work within the framework provided by the department. Furthermore, faculty must critically evaluate teaching assessments from students, peers, and the Department Head and make changes necessary to improve quality.

### **Promotion from Associate Professor to Professor**

Significant contributions with respect to quality and quantity are required for promotion from assistant to associate professor. Faculty wishing to be promoted from Associate Professor to Professor must demonstrate a mastery of teaching skills and the desire and track record for continuous quality improvement in teaching.

### **Service**

All faculty are expected to actively meet their responsibilities with regard to Department, College, and University committee assignments, student advising and defined pharmaceutical care activities. In addition, faculty are strongly encouraged to actively participate in the other types of service activities listed previously. It should be noted that the quality of the provided service is more important than the quantity of the provided service. With respect to pharmaceutical care services provided, the type and quality of the service should be able to be evaluated by peers. The types of materials that could be evaluated include (but are not limited to):

- The practice portfolio, which includes evidence of type and extent of contributions to pharmaceutical care.
- Contributions to local, state, regional, national, and international professional societies.

- Letters or surveys that provide evidence of the important benefits that service activities have provided clients (analogous to student evaluation of teaching)
- Measures of attitudinal change or improved performance of clients as a result of service activities.
- Statements from colleagues or patients who are in a position to observe positive outcomes resulting from service activities.
- Statistics or monetary data demonstrating improvement in targeted areas.
- Documentation of service related honors or awards.
- Formal annual reports of a specific service activity.
- Published manuscripts or abstracts describing service activities, service-related newsletters or monographs, and documentation of any other service contributions that resulted in recognition.
- Outside peer review of service activities

#### Promotion from Assistant Professor to Associate Professor

Promotion from assistant to associate professor requires evidence and peer acceptance of expertise within a defined specialty area. Faculty promoted from Assistant to Associate professor shall have earned State and/or regional recognition in their area of practice as evidenced by peer evaluation of their service activities, their practice portfolio, and certification in their specialty, if available (e.g., oncology, nutrition, geriatrics, etc.). They should also demonstrate activity in local, state and national professional societies.

#### Promotion from Associate Professor to Professor

Promotion from associate professor to professor also requires evidence and peer acceptance of expertise within a defined specialty area. Faculty promoted from Associate professor to Professor shall have earned national recognition in their area of practice as evidenced by peer evaluation of their service activities, their practice portfolio, and certification in their specialty, if available (e.g., oncology, nutrition, geriatrics, etc.). They should also demonstrate activity in local, state and national professional societies.

### **Scholarship**

#### Promotion from Assistant Professor to Associate Professor

For promotion to associate professor, assistant professors must have published peer-reviewed articles of sufficient quality to demonstrate that their scholarly contributions are consistent with respect to the percentage of their time allotted to scholarly activities. A requirement specifying an exact number of publications and/or grants/contracts considered to represent a significant contribution is not made since the comprehensiveness and quality of various scholarly activities can be quite variable; however, it is generally expected that upon application for promotion to associate professor, a non-tenure track faculty member will have averaged a minimum of one peer reviewed publication per every three years\* of the period leading up to review. It is expected that faculty will attempt to obtain funding for scholarly activities. Evaluation of the scholarly activity of non-tenure track faculty must take into account the time since the initial appointment and progress since the last evaluation. For promotion considerations, assistant professors must demonstrate growth in the area of scholarly activity. Quality

should be valued over quantity, and the achievement should be consistent with the percentage of the faculty member's time allotted to scholarly activity.

Promotion from Associate Professor to Professor

For promotion to the rank of professor, the faculty member must have a sustained record of achievement in scholarly activity consistent with the percentage of their time allotted to scholarly activities. It is expected that this record will include the publication of quality peer reviewed manuscripts as well as the receipt of extramural funding for scholarly activities.

**\*or an acceptable alternative, as defined by the department.+**