

**GUIDELINES FOR PROMOTION AND TENURE
SCHOOL OF PHARMACY
UNIVERSITY OF MISSOURI-KANSAS CITY**

The policies and procedures for promotion and tenure set forth in Chancellor's Memorandum #35, policies and procedures set forth by the provost, and in Sections 310 and 320.035 *Collected Rules and Regulations* (Executive Order 6A): Policy and Procedures for Promotion and Tenure will supersede the following guidelines if they contradict.

<http://info.umkc.edu/pt/forms-tools-policies/>

http://www.umsystem.edu/ums/rules/collected_rules/faculty/ch310

I. Responsibilities of the Promotion and Tenure Committee

A. Composition, Voting, and Confidentiality Procedures

The Promotion and Tenure Committee of the School of Pharmacy derives its decisions independently. The committee's recommendations on promotion and tenure represent solely those of the faculty who have their own unique level of review with beginning and end established by and maintained by the faculty of the committee. The following steps of procedure maintain this autonomy insuring fairness in the process for each candidate under consideration at the time of mandatory final review.

1. The committee is composed of six members elected by the faculty to represent the divisions of the school in equal numbers. The chair of the committee is a full professor, or if no professors are available for election, an associate professor with a minimum of three years at rank and tenured, elected by the voting faculty of the school. The faculty elect a full professor as the school representative to the Campus Promotion and Tenure Advisory Committee for a three-year term.
2. The chair of the committee does not vote except in the event of a tie vote by the members present. Quorum for meetings of the committee is a majority of members and the chair. No member of the committee may vote on promotion of a candidate to a higher rank than that member holds.
3. If there are not enough full professors elected to the committee to achieve a quorum for the review of a candidate seeking promotion to full professor, the committee chair with approval of the committee members will invite

available full professors from the school; and if there are not enough in the school, then from reasonably similar departments on campus.

4. The committee reviews a faculty for promotion or tenure and all matters related to promotion and/or tenure according to the yearly P&T calendar published by the provost's office and adapted for use by the School of Pharmacy.
5. Each member of the committee will be given opportunity to comment regarding the degree to which the candidate meets expectations toward earning promotion and/or tenure.
6. The votes of the committee will be by secret ballot.
7. Confidentiality is of the utmost importance. All matters of individual review conducted by the committee are privileged communications and should not be discussed with anyone including the candidates.

B. Functions of the Promotion and Tenure Committee

The P&T Committee is responsible for making recommendations on tenure and/or promotion of both regular and nonregular faculty within the School of Pharmacy, the annual review of tenure track faculty who are in their probationary period, and promotion and tenure recommendations upon hiring.

1. Regular Appointment (Tenure Track)
 - a) Evaluation of Tenure Track Faculty Prior to Tenure: The P&T Committee reviews the progress of faculty hired into tenure track as assistant professor or associate professor each year until the time for mandatory review. This yearly process is referred to as "annual mandatory review." On completion of the annual review, the chair of P&T Committee, with concurrence of the members, notifies the candidate in writing of the committee's assessment of progress toward satisfying the requirements for promotion and/or tenure. Progress and deficiencies in meeting specific areas relative to the criteria in Section V.B. (criteria for rank) and Section VI (criteria for tenure) and are detailed in writing to the candidate.
 - b) Third-Year Review of Tenure Track Faculty Members: The committee will review performance of tenure track faculty in the third

probationary year. This review will coincide with the faculty member's annual review as detailed in I.B.1.a. The review is intended to serve as a guide to ensure that faculty performance is on track to meet promotion and tenure goals. Following the review, the committee will inform the dean of the assessment and make one of the following recommendations:

- (1) To reappoint on a regular term appointment
 - (2) Not to reappoint (*For academic year term appointments, notice shall be given no later than thirty days prior to the first day of the terminal year of appointment where the terminal year is the third, or subsequent, year of service at this university*)
- c) Recommendation on Promotion and Tenure of Eligible Assistant Professors: The committee makes recommendations to the dean on the promotion of assistant professors to associate professor based on the criteria in Section V.B (criteria for rank) and on tenure based on Section VI (criteria for tenure).
- d) Recommendation on Promotion of Associate Professors to Professor: The committee makes recommendations to the dean on the promotion of associate professors to full professor. The committee provides its recommendations based on the criteria in Sections V.C (criteria for rank) and VII (criteria for promotion).

2. Nonregular Appointment (Nontenure Track)

- a) Evaluation of Nontenure Track Faculty Prior to Promotion: Upon written request of the faculty member, the P&T Committee will review the progress of that nontenure track faculty member toward promotion based upon the stated criteria for promotion (see paragraph c-h below, depending on the level of the faculty member). On completion of the review, the chair of the P&T Committee, with concurrence of the members, notifies the candidate in writing of its assessment of progress toward promotion.
- b) Evaluation of Nontenure Track Faculty for Promotion: Upon written request of the faculty member, the P&T Committee will provide a written recommendation to the dean concerning promotion of the candidate based upon the stated criteria for promotion (see paragraph c-h below, depending on the level of the faculty member).

- c) Recommendation of Promotion of Eligible Clinical Assistant Professors to Clinical Associate Professor: The committee makes recommendations on the promotion of clinical assistant professors to clinical associate professor based on the criteria given in Section VIII.B (criteria for rank) and Section IX (specific criteria for advancement).
 - d) Recommendation on Promotion of Clinical Associate Professors to Clinical Professor: The committee makes recommendations on the promotion of clinical associate professors to clinical professor based on the criteria given in Sections VIII.C and IX.
 - e) Recommendation on Promotion of Eligible Assistant Research Professors to Associate Research Professor: The committee makes recommendations on the promotion of assistant research professors to associate research professor based on the criteria given in Section X.B (criteria for rank) and Section XI (specific criteria for advancement).
 - f) Recommendation on Promotion of Associate Research Professors to Research Professor: The committee makes recommendations on the promotion of research associate professors to research professor based on the criteria given in Sections X.C and XII.
 - g) Recommendation on Promotion of Eligible Assistant Teaching Professors to Associate Teaching Professor: The committee makes recommendations on the promotion of assistant teaching professors to associate teaching professor based on the criteria given in Section XIII.B (criteria for rank) and Section XIV (specific criteria for advancement).
 - h) Recommendation on Promotion of Associate Teaching Professors to Teaching Professor: The committee makes recommendations on the promotion of associate teaching professors to teaching professor based on the criteria given in Sections XIII.C and XIV.
3. Promotion and Tenure Recommendations Upon Hiring
- a) Assistant professor candidates for employment do not require a review from the Promotion and Tenure Committee
 - b) Associate or full professor candidates for employment require positive recommendations from the Promotion and Tenure Committee

- c) Associate or full professor candidates requesting tenure upon employment require positive recommendations from the Promotion and Tenure Committee

II. Responsibilities of the Dean in Promotion and Tenure

- A. Notification of faculty of their individual mandatory review, call for promotion to full professor and call for promotion of nontenure track faculty according to the School of Pharmacy P&T calendar
- B. Compilation and securing provost approval of external reviewer list in collaboration with candidate and division chair
- C. Request of external review from approved list of reviewers, the sending of materials and confidential receipt of letters. These letters are made available to all levels of review. This is accomplished in coordination with the School of Pharmacy P&T coordinator
- D. Complete a recommendation to the provost on all candidates for promotion and/or tenure according to the guidelines and the School of Pharmacy P&T calendar
- E. Comply with all other dates included in the School of Pharmacy P&T calendar that are assigned to the dean/ School of Pharmacy P&T coordinator

III. Responsibilities of the Division Chair in Promotion and Tenure

- A. Collaboration with candidate and dean on identifying potential external reviewers
- B. Complete a Part II evaluation of the candidate with recommendations to the dean on promotion and/or tenure according to the guidelines and the School of Pharmacy P&T calendar

IV. Documentation for Review

Promotion and tenure decisions are made on the basis of the candidate's advancement portfolio. The portfolio is prepared by the candidate to document achievements and progress in the areas of teaching, research, practice and service. The portfolio should be started upon appointment. The P&T Committee expects that the candidate will update

the portfolio with each subsequent year of appointment so that it is ready for review when requested. The provost maintains guidance on the university's expectations for the development of the portfolio.

V. Criteria for Positive Recommendation for Promotion by Rank (Tenure Track)

The standards that the committee expects of candidates in order to be recommended for promotion to the next higher rank for regular appointment (tenure track) are as follows:

A. Assistant Professor:

Promotion to assistant professor requires that a candidate has clearly demonstrated capacity for teaching and independent research and, where appropriate, innovative pharmacy practice or development of a graduate program. This rank may also be accorded a person who has just completed the educational program characteristic of the discipline pertaining to the appointment when that person has given evidence of superior potential for professional growth and productivity. A demonstrated capacity for university and public service or for superior professional activity may be used as one parameter for promotion to this rank. The candidate for assistant professor, however, must have demonstrated the ability to participate in the training of research investigators or advanced degree professionals. The portfolio of the candidate must document achievements such that their potential to advance beyond assistant professor in the time allowed is evident.

B. Associate Professor:

Promotion to the rank of associate professor requires compelling evidence that the candidate, by independent effort, has developed a sustaining program of externally supported original research, teaching, and service. The candidate should demonstrate national recognition of their research efforts and excellence in the provision of education to professional and graduate students. The candidate should have demonstrated the ability to supervise the training of research investigators and/or advanced degree professionals. Additionally, the candidate should demonstrate national professional recognition by peers through relevant participation in professional activities, for example, national officer and editorial board memberships.

C. Professor:

Promotion to the rank of professor implies compelling evidence that the candidate has achieved recognition as a national authority in their discipline through the development of a successful program of research, teaching and professional service. In research the candidate should have demonstrated through long term self-support, research and scholarly accomplishments with ongoing potential. There should be evidence of significant contribution to the advanced research and educational resources of the school. In teaching the candidate should be clearly superior and there must be evidence of excellent performance by students whom they have prepared for careers in teaching and scholarship. The candidate's service activities must have obtained national recognition in the professional area if recognition toward promotion is to be given by the P&T Committee for service.

VI. Criteria for Positive Recommendations Concerning Tenure (Regular Appointment)

Academic tenure is an invaluable property right for a faculty member. Through tenure, faculty obtain academic freedom wherein they can exercise independent judgment on their scholarly contributions to the missions of the university and to society. Tenure is awarded only after a searching examination of qualifications and it cannot be rescinded except under termination for cause. To obtain academic tenure a faculty member meets certain fundamental requirements of both school and university. These are universal in that all faculty holding tenure will strive to achieve these standards.

At the School of Pharmacy the main accomplishment for award of tenure is demonstration of sustaining, meritorious, academic achievement. Teaching must be of the highest quality and this record demonstrated over the period of appointment. Research that yields high quality publication of scholarly work in nationally recognized peer-reviewed journals, books and other publications is essential. Achievement of extramural support leading to this scholarly record is strong evidence of sustaining potential. The relative importance of scholarly criteria may vary in different divisions; however, every decision by the P&T Committee will give consideration to teaching and research. Service, whether professional service, service to the university, or relevant public service, may be taken into consideration but will not be used as the sole basis for recommending tenure.

A. Teaching:

A teacher in pharmacy, worthy of tenure, demonstrates intellectual competence, integrity, independence, enthusiasm and a spirit of scholarly inquiry. It is

anticipated that the record will reflect a continuous increase in knowledge of the subject taught, an ability to effectively transmit knowledge to students, an ability to arouse curiosity and stimulate creative thinking in beginning students and to stimulate advanced students to pursue and complete creative work.

Assessment by the P&T Committee for effectiveness in teaching includes examination of teaching performance evaluations, curriculum materials, and educational development activities. Specifically, the committee will examine the portfolio for exemplified accomplishments as follows:

1. The candidate's overall teaching ability as perceived by students and documented by their responses on periodic student opinion surveys in a course in which the candidate is the major instructor.
2. The candidate's teaching competence as determined by teaching evaluation performed by peers and/or comments of other instructors of higher rank in team-taught courses.
3. The candidate's contributions to pharmacy education as demonstrated by a substantial compilation of the following:
 - a) Developing a new course or major portion of a team-taught course
 - b) Revising with improvement an existing course
 - c) Developing a rotation or creating innovation in clerkships
 - d) Directing a residency program
 - e) Planning or assessing outcomes in clinical practice teaching
 - f) Publishing or presenting scholarly articles or posters on subjects relating to pharmacy education or publishing a review article in a professional journal
 - g) Receiving an educational development grant or directing an experimental educational program
 - h) Authoring or co-authoring a chapter in a textbook of pharmacy or medicine relating to teaching research or scholarship
 - i) Participating as an invited contributor in a national symposium or workshop on pharmacy education
 - j) Receiving a widely recognized or national teaching award
 - k) Participating as a member of a graduate student supervisory committee to extent of final thesis or dissertation

Any of the candidate's contributions listed above must be judged by peer review as scholarly and of high quality and significance.

B. Clinical Competence:

Where clinical practice is a major component of the candidate's activity, the clinical competence of the candidate should be documented by faculty in the practice area. This evaluation should include but not be limited to the candidate's contributions in the following areas:

1. Innovative pharmacy practice
2. Clinical competence in the detection, assessment, and resolution of drug therapy problems
3. Provision of quality, patient care services
4. Other documentary evidence of achievement of a professional nature as provided by the candidate (for example, development of a pharmaceutical-care-based model of clinical practice)

C. Research:

The purpose of this evaluation is to determine whether or not the candidate is an independent researcher who is capable of conducting research of high quality. The candidate will be evaluated to determine if s/he has achieved the following standards.

1. Publications:

For favorable recommendation by the P&T Committee, the candidate must be the primary author of a minimum of five publications concerning original research published in peer-reviewed journals considered high-quality by the standards of the candidate's discipline.

Primary authorship* is defined as the author who is responsible for initiating, conducting, supervising, and reporting the research described in a publication. This may be documented as a citation as first, last, or communicating author. It is fully documented when the faculty is the person who sends a manuscript to a journal editor and is responsible for responding to reviewers' comments. In many journals, this author's name is listed in a footnote as the author to whom correspondence on the paper should be directed. Where this is not the practice or where the responsibility is not immediately evident, the faculty candidate should

include copies of correspondence accompanying manuscript submission that demonstrates their role in the publication. The P&T Committee anticipates explicit documentation on authorship. Thus, in multi-authored articles, the contribution of the candidate should be specifically described in the portfolio. If description on the vitae is not possible, alternate documentation should be provided in a portfolio file stipulating the candidate's role in authorship.

Publications in which the candidate is an author such as peer-reviewed case reports and drug reviews published in peer-reviewed journals will be considered as an effort but will not be the major basis for awarding tenure.

Letters to the editor and non-peer reviewed publications may be made evident on the candidate's vitae for consideration of career scholarly progress but they will not normally be the basis for recommending tenure at the School of Pharmacy.

2. Research Funding:

The candidate must have secured, at the time of candidacy, clear evidence of funding from sources outside the university to support their independent research efforts. The candidate should demonstrate this ability at a level clearly sufficient to sustain their research program. Support may be obtained for research funding from private sources, federal agencies, or foundations, or through competition at the state and national levels as are available in the scholarly area of the candidate faculty.

3. Training of Advanced Degree Professionals:

The candidate must demonstrate ability to train and support advanced degree professionals as evidenced by chairing graduate supervisory committees, active participation in such committees or by development of doctoral or post Pharm.D. training and/or fellowship programs.

4. Peer Recognition:

The candidate must demonstrate that s/he is recognized by peers as making significant contributions to their discipline. Examples of such evidence include invited presentations at national scientific and professional meetings, receiving recognition awards (e.g., career development, young investigator awards), serving on national review committees and editorial

boards, election to prestigious national organizations that recognize excellence in the discipline, and certification by national boards related to the candidate's discipline.

5. Validation of Quality of Work and Potential for Tenure:

A favorable review of five of the candidate's peer-reviewed publications of original research is required in order for the P&T Committee to recommend tenure and/or promotion. These publications are to have been developed to completion during the years on campus prior to consideration. The validating review must be documented by at least three tenured members of the Promotion and Tenure Committee who outrank the candidate and at least three academic peers with expertise in the same area at other universities. This review must conclude that the work is scholarly, creative, original, and of high quality and significance. The candidate will provide copies of the publications to the dean upon request. The dean establishes the external review, which is shared with the P&T Committee. The review described above is conducted such that the identity of reviewers and the reviews are not provided the candidate.

D. Service:

Recognition will be given to scholars who make significant service contributions to student welfare through service on student organizations, to the health professions, the community, the state and the nation in their special capacities as scholars. Service, while adding to contributions in teaching and research, will not replace, or in itself lead to credit toward award of academic tenure. However, a strong record of professional service at the national or international level will strengthen the recommendation for tenure.

VII. Criteria for Positive Recommendation for Associate Professor to Full Professor (Tenure Track)

All associate professors are expected to work toward promotion to the rank of full professor. Promotion to professor indicates the attainment of distinction within one's field and the highest academic achievement. Promotion to this rank is based on attaining a national and/or international scholarly reputation through significant post-tenure publication and/or creative achievements in the individual's area of specialization, continued effective teaching and contributions to instruction, and continued effective service to the division, school, and university. It is recognized that at various stages of an academic career, a faculty member may alter their scholarly

activities in certain areas (i.e., teaching or research). However, all tenured faculty must remain active in all areas of scholarly endeavors (i.e., teaching, research, clinical practice if applicable, and service).

A. Teaching:

1. Performance of assigned teaching responsibilities with a satisfactory performance based on course evaluations by students and/or peers. This requirement may be relaxed if a course is taught for the very first time by the faculty member for the year under review.
2. If a faculty member in the basic science divisions, routinely accepts all responsibilities associated with serving on preliminary written, oral comprehensive, and final dissertation defense for graduate students.

In addition, the candidate must meet one or more of the following criteria:

1. Outstanding teaching of courses as defined through course evaluations by students and/or peers, or recipient of Outstanding Teacher of the Year
2. National leadership in shaping the curriculum within a discipline
3. Authoring or editing of new educational media or instruments (e.g., textbook, video, computer software) that are distributed nationally.
4. Successfully developing and implementing a new course
5. Successfully developing and implementing major improvements to an existing course
6. Authoring one of more papers in a peer-reviewed journal focused on education
7. Member of a committee that significantly impacts education at the campus level
8. Participating as an invited contributor in a national symposium or workshop on pharmacy education
9. Developing a rotation or creating innovation in clerkships
10. Directing a residency program
11. Participating as a member of a graduate student supervisory committee to extent of final thesis or dissertation
12. Receiving a widely recognized or national teaching award
13. Planning or assessing outcomes in clinical practice teaching
14. Publishing or presenting on subjects relating to pharmacy education
15. Receiving an educational development grant or directing an experimental educational program

Any of the candidate's contributions listed above must be judged by peer review as scholarly and of high quality and significance.

B. Clinical Competence:

Where clinical practice is a major component of the candidate's activity, the clinical competence of the candidate should be documented by faculty in the practice area. This evaluation should include but not be limited to the candidate's contributions in the following areas:

1. Innovative pharmacy practice
2. Clinical competence in the detection, assessment, and resolution of drug therapy problems
3. Provision of quality, patient care services
4. Other documentary evidence of achievement of a professional nature as provided by the candidate (for example, development of a pharmaceutical-care-based model of clinical practice)

C. Research:

1. A record of regular publication in peer-reviewed journals considered high quality by the standards of the candidate's discipline. The candidate needs to make a case for the high quality scholarship of their work. Evidence presented may include but not be limited to the following:
 - a) the number of primary authorship* manuscripts,
 - b) the journal's impact factor, number of citations, h-index, or
 - c) evidence of practice integration by others from one's published work or scholarly activity
2. Regular submission of grant/contract applications as principal investigator or co-principal investigator and must meet two or more of the following criteria:
 - a) Inventor on one or more patent applications
 - b) PI or co-PI on a nationally competitive research grant
 - c) Co-investigator on one or more nationally competitive research grants
 - d) PI or co-PI on a grant from industrial or private sources
 - e) If a faculty member in the basic science divisions, advisor to one or more graduate students or postdoctoral fellows

- f) Organizer or co-organizer of a symposium at national or international meetings
- g) Either an invited speaker at a national or international meeting, or an invited seminar speaker at colleges, universities, companies, or national laboratories
- h) PI in the acquisition of new research funds that contribute to a program that extends beyond the research of an individual's laboratory [e.g., a program project grant, center grant (local or national), or shared instrumentation grant]

D. Service:

Full professors are expected to provide a sustained level of highly impactful service. A minimum of 3 of the following examples are expected to be met.

1. Member of a major (university- or school-wide) committee
2. Chair of one or more school committees
3. Organizer of, or contributor to, a community outreach activity
4. Reviewer of scholarly articles and grant proposals written by others
5. Editor of a journal considered high quality by the standards of the candidate's discipline
6. Member of one or more editorial advisory boards for a journal considered high quality by the standards of the candidate's discipline
7. Director, coordinator, or preceptor of a post-doctoral training program
8. Chair or member of a national committee
9. Officer in a scientific or professional society
10. Ad hoc/permanent member (multi-year appointment or term) on a national grant agency review panel
11. Other service activities not explicitly listed above may be considered at the discretion of the committee

VIII. Criteria for Positive Recommendation for Promotion by Rank (Nontenure Track–Clinical)

A. Clinical Assistant Professor:

Promotion to clinical assistant professor requires that a candidate has clearly demonstrated capacity for teaching and, where appropriate, innovative pharmacy practice. This rank may also be accorded a person who has just completed the educational program characteristic of the discipline pertaining to the appointment when that person has given evidence of superior potential for professional growth and productivity. A demonstrated capacity for university

and public service or for superior professional activity may be used as one parameter for promotion to this rank. The candidate for clinical assistant professor, however, must demonstrate the ability to participate in the training of pharmacy residents, fellows or other advanced degree professionals.

B. Clinical Associate Professor:

Promotion to the rank of clinical associate professor requires compelling evidence that the candidate, by independent effort, has developed a sustaining program of teaching, practice, scholarly activity and service. The candidate should demonstrate national recognition in their area of expertise. Additionally, the candidate will demonstrate excellence in the provision of education to professional students and post-graduate professionals. The candidate, when applicable, will demonstrate the ability to supervise the training of clinical practice in post-graduate professional programs when applicable. Additionally, the candidate should demonstrate national professional recognition by peers through relevant participation in professional activities, for example, national officer and editorial board memberships.

C. Clinical Professor:

Promotion to the rank of clinical professor implies compelling evidence that the candidate has achieved recognition as a national authority in their discipline through the development of a successful program of teaching, professional practice, scholarly activity and service. In teaching the candidate should be clearly superior and there must be evidence of excellent performance by students whom they have prepared for careers in pharmacy. The candidate needs to make the case for high quality scholarship and patient care. The candidate's service activities must have obtained national recognition in their respective professional area if recognition toward promotion is to be given by the P&T Committee for service.

IX. Criteria for Positive Recommendations Concerning Advancement (Nonregular Appointment—Clinical Track)

A faculty member worthy of promotion demonstrates intellectual competence, integrity, independence, enthusiasm and a spirit of scholarly inquiry. For faculty in the clinical track, the Promotion and Tenure Committee recognizes that their primary responsibilities are to teaching and clinical practice and that they are required to achieve excellence in these domains. In addition, clinical faculty must demonstrate sustained scholarly activity.

A. Teaching:

It is anticipated that the teaching record will reflect a continuous increase in knowledge of the subject taught, an ability to effectively transmit knowledge to students, an ability to arouse curiosity and stimulate creative thinking in beginning students and to stimulate advanced students to pursue and complete creative work.

Assessment by the Promotion and Tenure Committee in teaching includes examination of teaching performance evaluations, curriculum materials, and educational development activities. The committee will examine the portfolio for exemplified accomplishments in the area of teaching. Examples of such accomplishments include but are not limited to:

1. The candidate's overall teaching ability as perceived by students and documented by their responses on periodic student opinion surveys in a course in which the candidate is the major instructor.
2. The candidate's teaching competence as determined by teaching evaluation performed by peers and/or comments of other instructors of higher rank in team-taught courses and/or other evidence of self-development in teaching.
3. The candidate's contributions to pharmacy education as demonstrated by a substantial compilation of the following:
 - a) Developing a new course or major portion of a team-taught course.
 - b) Revising with improvement an existing course.
 - c) Developing a rotation or creating innovation in clerkships.
 - d) Initiating, directing or coordinating a residency program.
 - e) Planning or assessing outcomes in clinical practice teaching.
 - f) Publishing or presenting on subjects relating to pharmacy education
 - g) Receiving an educational development grant or directing an experimental educational program.
 - h) Authoring or co-authoring an educationally-related chapter in a textbook.
 - i) Participating as an invited contributor in a national symposium or workshop on pharmacy education.
 - j) Receiving a widely recognized or national teaching award.

Any of the candidate's contributions listed above must be judged by peer review as scholarly and of high quality and significance.

B. Clinical Competence:

Where clinical practice is a major component of the candidate's activity, the clinical competence should be documented. The committee will examine the portfolio for exemplified accomplishments in the area of clinical competence. Examples of such accomplishments include but are not limited to:

1. Innovative pharmacy practice
2. Clinical competence through use of scientific principles in the detection, assessment, and resolution of drug therapy problems
3. Provision of quality, patient-centered programs and services with responsibility for outcomes
4. Practice competence as reflected in practice site evaluation
5. Board certification and other certifications as appropriate for practice
6. Publishing or presenting on subjects relating to pharmacy practice
7. Receiving a practice development grant or directing an experimental practice program
8. Authoring or co-authoring a practice-related chapter in a textbook
9. Participating as an invited contributor in a national symposium or workshop on pharmacy practice
10. Receiving a widely recognized or national practice award
11. Other documentary evidence of achievement of a professional nature as provided by the candidate

C. Scholarly Activity:

The primary responsibilities for nontenure track, clinical faculty remain teaching and clinical practice. However, a level of sustained scholarly activity is expected. Such activities could include the development, demonstration, documentation and evaluation of innovative methods for effective teaching, practice and professional service. *Developing a new practice would not, in itself, be considered scholarly.* Faculty must demonstrate mastery in the field of inquiry and document the process and outcomes of their work so that peers have the opportunity to evaluate their efforts and incorporate their findings.

The committee will examine the portfolio for exemplified and sustained accomplishments in scholarship. The portfolio allows the faculty member to demonstrate their ability to be a leader in peer-reviewed publications, along with making sustained contributions to the academic community with work that reflects their roles and responsibilities as nontenure track faculty.

A faculty member seeking promotion should have a portfolio consisting of between five and ten documents with at least two being Level 1 publications in peer-reviewed journals considered high quality by the standards of the candidate's discipline over a five-year period. If a faculty member seeks promotion after the end of their fifth year, the portfolio should reflect sustained effort toward scholarship.

Level 1 publications are publications, preferably in high quality journals, that meet the following criteria:

1. Book, primary author**
2. Book, secondary author
3. Book, editor
4. Book chapter, primary author**
5. Review article, primary author*, refereed
6. Primary author** of original work, refereed
7. Primary author**, patent—not otherwise published

Primary authorship** is defined as being a first, last, communicating, or author with significant contribution to the publication.

The remainder of the portfolio is composed of accomplishments that include but are not limited to:

1. Invited poster or platform presentation
2. Case report, refereed
3. Book chapter, secondary author
4. Review article, secondary author, refereed
5. Secondary author of original work, refereed
6. Continuing education article
7. Letter to the editor, refereed

D. Service:

Recognition will be given to faculty who make significant service contributions to student welfare through service to the school and or university, on student organizations, to the health professions, their practice site, the community, the state and the nation in their special capacities. A strong record of professional service at the national or international level will strengthen the recommendation for promotion.

X. Criteria for Positive Recommendation for Promotion by Rank (Nontenure Track-Research)

A. Assistant Research Professor:

Promotion to assistant research professor requires the candidate has clearly demonstrated capacity for research and holds potential for future external funding or for the management of a core research facility. This rank may also be accorded to a person who has just completed the educational program characteristic of the discipline pertaining to the appointment when that person has given evidence of superior potential for professional growth and productivity. A demonstrated capacity for university and public service or for superior professional activity may be used as one parameter for promotion to this rank. The candidate for research assistant professor, however, must have demonstrated the ability to participate in the training of undergraduate students, professional students, advanced degree professionals, or graduate students. Service duties related to research are part of the responsibilities of assistant research professors.

B. Associate Research Professor:

Promotion to the rank of associate research professor requires compelling evidence that the candidate has demonstrated a record of contributing to a research program, including participating in the application of sustained external funding and/or in the management of a key research core facility. The candidate should demonstrate national recognition of their research efforts. The candidate should have demonstrated the ability to supervise the training of undergraduate students, professional students, advance degree professionals, or graduate research projects. Service duties related to research are part of the responsibilities of associate research professors.

C. Research Professor:

Promotion to research professor implies the compelling evidence that the candidate has achieved recognition as a national authority in the candidate's discipline, through the significant contribution to a successful research program. The candidate should have demonstrated participation in the acquisition of sustained external funding and scholarly accomplishments with ongoing potential. There should be evidence of significant contribution to the advanced research resources of the school. The candidate should have demonstrated the

ability to supervise the training of undergraduate students, professional students, advance degree professionals, or graduate research projects with evidence of excellent performance by students the candidate has prepared for scholarship. Service duties related to research are part of the responsibilities of research professors.

XI. Criteria for Positive Recommendations Concerning Advancement from Assistant Research Professor to Associate Research Professor (Nonregular Appointment)

A faculty member worthy of promotion demonstrates intellectual competence, integrity, independence, enthusiasm and a spirit of scholarly inquiry. For faculty in the research track, the Promotion and Tenure Committee recognizes that their primary responsibilities are to scholarly endeavors and that they are required to achieve excellence in this domain.

A. Teaching:

While the primary responsibility for nontenure track, research faculty remains research endeavors, it is anticipated that the candidate will contribute to the teaching aspects of the program. The teaching record will reflect a continuous increase in knowledge of the subject taught, an ability to effectively transmit knowledge to students, an ability to arouse curiosity and stimulate creative thinking in beginning students and to stimulate advanced students to pursue and complete creative work.

Assessment by the P&T Committee for effectiveness in teaching includes examination of teaching performance evaluations, curriculum materials, and/or educational development activities. Specifically, the committee will examine the portfolio for exemplified accomplishments as follows:

1. Performance of assigned teaching responsibilities with a satisfactory performance based on evaluations by students and/or peers.
2. Evidence of significant participation in doctoral graduate student training to extent of final thesis or dissertation or post-graduate research projects as assigned.

B. Research:

The primary responsibility for nontenure track, research faculty remains research endeavors. The candidate should demonstrate a record of contributing to a

research program for high quality. The candidate will be evaluated to determine if they have achieved the following standards:

1. Publications/Scholarship:

For favorable recommendation by the P&T Committee, the candidate must have a portfolio consisting of seven documents with at least five as the primary author of publications concerning original research published in peer-reviewed journals considered high-quality by the standards of the candidate's discipline. Primary authorship* is defined as being a first, last, communicating, or author with significant contribution to the publication. The P&T Committee anticipates explicit documentation on authorship. Thus, in multi-authored articles, the contribution of the candidate should be specifically described in the portfolio. If description on the vitae is not possible, alternate documentation should be provided in a portfolio file stipulating the candidate's role in authorship.

In addition, the remainder of the portfolio is composed of a minimum of 2 accomplishments that may include but are not limited to:

- a) Invited poster or platform presentation
- b) Case report, refereed
- c) Book chapter
- d) Review article
- e) Continuing education article
- f) Letter to the editor, refereed

2. Research Funding:

The candidate must have demonstrated the ability to participate in the application of sustained external funding to support the research program or key research core facility.

3. Peer Recognition:

The candidate must demonstrate that they have been recognized by peers as making significant contributions to their discipline. Examples of such evidence include invited presentations at national scientific and professional meetings, receiving recognition awards (e.g., career development, young investigator awards), serving on national review committees and editorial boards, election to prestigious national organizations that recognize excellence in the discipline, and certification by national boards related to

the candidate's discipline.

C. Service:

Recognition will be given to faculty who make significant service contributions to the research directions of the school, which may include membership on curriculum, search, Institutional Review Board, and/or Institutional Animal Care and Use Committees. A strong record of professional service at the national or international level will strengthen the recommendation for promotion.

XII. Criteria for Positive Recommendation Concerning Associate Research Professor to Research Professor (Nonregular Appointment)

A. Teaching:

1. Performance of assigned teaching responsibilities with a satisfactory performance based on evaluations by students and/or peers
2. Evidence of significant participation in doctoral graduate student training to extent of final thesis or dissertation or post-graduate research projects as assigned

B. Research:

1. A record of regular publication in peer-reviewed journals considered high quality by the standards of the candidate's discipline. The candidate needs to make a case for the high quality scholarship of their work. Evidence presented may include but not be limited to the following:
 - a) the number of primary authorship manuscripts,
 - b) the journal's impact factor, number of citations, h-index, or
 - c) evidence of practice integration by others from one's published work or scholarly activity.
2. Regular submission of grant/contract applications as an investigator/key personnel and must meet two or more of the following criteria:
 - a) Inventor on one or more patent applications.
 - b) Investigator/key personnel on a nationally competitive research grant.
 - c) Investigator/key personnel on a grant from industrial or private sources
 - d) Assisted in the acquisition of new research funds that contribute to a program that extends beyond the research of an individual's laboratory

[e.g., a program project grant, center grant (local or national), or shared instrumentation grant].

- e) Organizer or co-organizer of a symposium at national or international meetings.
- f) Either an invited speaker at a national or international meeting, or an invited seminar speaker at colleges, universities, companies, or national laboratories.

C. Service:

Full research professors are expected to provide a sustained level of highly impactful service related to the research mission of the school. A minimum of 2 of the following examples are expected to be met.

1. Member of a major (university- or school-wide) committee
2. Chair of one or more school committees
3. Organizer of, or contributor to, a community outreach activity
4. Reviewer of scholarly articles and grant proposals written by others
5. Editor of a journal considered high quality by the standards of the candidate's discipline
6. Member of one or more editorial advisory boards for a journal considered high quality by the standards of the candidate's discipline
7. Chair or member of a national committee
8. Officer in a scientific or professional society
9. Adhoc/Permanent member (multi-year appointment or term) on a national grant agency review panel
10. Other service activities not explicitly listed above may be considered at the discretion of the committee

XIII. Criteria for Positive Recommendation for Promotion by Rank (Nontenure Track–Teaching)

A. Assistant Teaching Professor:

Promotion to assistant teaching professor requires that a candidate has clearly demonstrated capacity for teaching. This rank may also be accorded to a person who has just completed the educational program characteristic of the discipline pertaining to the appointment when that person has given evidence of superior potential for professional growth and productivity. A demonstrated capacity for university and public service or for superior professional activity may be used as one parameter for promotion to this rank. The candidate for teaching assistant

professor must have demonstrated the ability to participate in the training of undergraduate students, professional students, advanced degree professionals, or graduate students. Service duties related to teaching are part of the responsibilities of assistant teaching professors.

B. Associate Teaching Professor:

Promotion to the rank of associate teaching professor requires compelling evidence that the candidate has developed an excellent teaching program. The candidate should demonstrate national recognition for the candidate's teaching. The candidate should have demonstrated the ability to teach undergraduate students, professional students, graduate students, and advanced degree professionals. Service duties related to teaching are part of the responsibilities of associate teaching professors.

C. Teaching Professor:

Promotion to the rank of teaching professor implies compelling evidence that the candidate has achieved recognition as a national authority with regard to teaching, in the candidate's discipline. There should be evidence of significant contribution to the advanced educational resources of the school. In teaching, the candidate should be clearly superior. Service duties related to teaching are part of the responsibilities of teaching professors.

XIV. Criteria for Positive Recommendations Concerning Advancement (Nonregular Appointment—Teaching Track)

A faculty member worthy of promotion demonstrates intellectual competence, integrity, independence, enthusiasm and a spirit of scholarly inquiry. For faculty in the teaching track, the Promotion and Tenure Committee recognizes that their primary responsibilities are to teaching and that they are required to achieve excellence in this domain.

A. Teaching:

It is anticipated that the teaching record will reflect a continuous increase in knowledge of the subject taught, an ability to effectively transmit knowledge to students, an ability to arouse curiosity, stimulate creative thinking and work commensurate with the level of the learner.

Assessment by the Promotion and Tenure Committee in teaching includes examination of teaching performance evaluations, curriculum materials, and educational development activities. The committee will examine the portfolio for exemplified accomplishments in the area of teaching. Examples of such accomplishments include but are not limited to:

1. The candidate's overall teaching ability as perceived by students and documented by their responses on periodic student opinion surveys in a course in which the candidate is the major instructor.
2. The candidate's teaching competence as determined by teaching evaluation performed by peers and/or comments of other instructors of higher rank in team-taught courses and/or other evidence of self-development in teaching.
3. The candidate's contributions to pharmacy education as demonstrated by a substantial compilation of the following:
 - a) Developing a new course or major portion of a team-taught course
 - b) Revising with improvement an existing course
 - c) Coordination of a course
 - d) Planning or assessing outcomes in teaching
 - e) Publishing or presenting on subjects relating to pharmacy education
 - f) Receiving an educational development grant or directing an experimental educational program
 - g) Authoring or co-authoring an educationally-related chapter in a textbook
 - h) Participating as an invited contributor in a national symposium or workshop on pharmacy education
 - i) Receiving a widely recognized or national teaching award

Any of the candidate's contributions listed above must be judged by peer review as scholarly and of high quality and significance.

B. Scholarly Activity:

The primary responsibilities for nontenure track teaching faculty remains teaching effectiveness. However, a level of sustained scholarly activity is expected. Such activities include the development, documentation and evaluation of innovative methods for effective teaching.

The committee will examine the portfolio for exemplified and sustained accomplishments in scholarship. The portfolio allows the faculty member to demonstrate their ability to be a leader in peer-reviewed publications, along with making sustained contributions to the academic community with work that reflects their roles and responsibilities as nontenure track faculty.

A faculty member seeking promotion should have a portfolio consisting of five documents with at least two being Level 1 publications considered high quality by the standards of the candidate's discipline over a five-year period. If a faculty member seeks promotion after the end of their fifth year, the portfolio should reflect sustained effort toward scholarship.

Level 1 publications are publications, preferably in high quality journals, that meet the following criteria:

1. Book, primary author**
2. Book, secondary author
3. Book, editor
4. Book chapter, primary author**
5. Review article, primary author**, refereed
6. Primary author** of original work, refereed
7. Primary author**, patent—not otherwise published

Primary authorship** is defined as being a first, last, communicating, or author with significant contribution to the publication.

The remainder of the portfolio is composed of accomplishments that include but are not limited to:

1. Invited poster or platform presentation
2. Case report, refereed
3. Book chapter, secondary author
4. Review article, secondary author, refereed
5. Secondary author of original work, refereed
6. Continuing education article
7. Letter to the editor, refereed

C. Service:

Recognition will be given to faculty who make significant service contributions to the teaching directions of the school through service on school and/or campus

level committees and through activities promoting student welfare. A strong record of professional service at the national or international level will strengthen the recommendation for promotion.