

## **Faculty Promotion and Tenure Regulations**

Approved by the School of Pharmacy Faculty on Wednesday, July 8, 2015

### Preamble

Promotion and award of tenure are means by which the School of Pharmacy encourages, recognizes and rewards academic achievement and strives to maintain a faculty of excellence. In keeping with Marshall University policy, promotion and award of tenure will be based upon the demonstration of professional competence and achievement as judged by criteria in the areas of teaching, research/scholarly activities and service and the continuing need for a faculty member with particular qualifications and competencies.

Promotion and tenure decisions made by the School of Pharmacy will be guided by the University and School regulations in conjunction with peer review by the Faculty Affairs Committee and the policies and criteria prescribed by each department. New faculty will receive from their Chair or his/her designee, the policies and procedures for obtaining promotion and/or tenure together with a discussion of expectations of achievements for their particular department. The Chair and the faculty member will sign a form stating the meeting was held and the current P&T policies/procedures given/received by the faculty member.

### Faculty Affairs Committee

The Faculty Affairs Committee is responsible for assisting the School of Pharmacy in maintaining a faculty of excellence. In addition, it has the responsibility to individual faculty members for fair and timely recognition and encouragement of academic achievement.

The Faculty Affairs Committee will make recommendations to the Dean concerning the promotion and tenure of faculty holding regular, tenure track appointments. In addition, the Committee will make recommendations to the Dean concerning the promotion of faculty members holding non-tenure track appointments.

Recommendations to the Faculty Affairs Committee regarding promotion or tenure will be initiated within the departments of the School of Pharmacy by faculty members themselves, chairpersons, or departmental promotion committees. The recommendations will be forwarded to the Associate Dean of Academic and Curricular Affairs. Written recommendations of the departmental personnel committee will accompany recommendations when they are forwarded to the Associate Dean and subsequently to the Faculty Affairs Committee.

### School of Pharmacy, Faculty Tracks

Clinical faculty can be appointed to the following tracks: clinical (non-tenure), research, or education. Science faculty can be appointed to the following tracks: non-tenure, research-tenure track, or education-tenure track. In consultation with their Chair, a clinical (non-tenure) faculty member may petition for appointment to a tenure track research/education appointment. The decision on this petition will be based on the achievements of the faculty member and the needs of the department. These must be documented in the Chair's letter to the Dean requesting this change in faculty status.

### Promotions

Promotions are not automatic but are based on merit. In addition to the usual criteria of performance in teaching, research/scholarly activity, and service, contributions to the overall development and reputation of the School of Pharmacy by intramural and extramural professional activities will be considered. Because of the varying missions of departments within the School of Pharmacy, criteria for promotion/tenure must be applied with flexibility. However, for each individual, it is required that lesser achievement in one area be balanced by excellence in another. Demonstrable competence in teaching, research/scholarly activity and professional service/patient care are of paramount consideration. The understanding between the School of Pharmacy and the faculty member in regard to the distribution of effort in the areas of teaching, research and service must be a factor when various criteria are balanced. Evidence of scholarship should be manifested in publications or comparable communications.

### *Promotion Process*

The promotion process is summarized in the table below. Please note that all due dates begin the year prior to the year in which the faculty member is requesting tenure and/or promotion.

<b>Activity</b>	<b>Responsible Individual</b>	<b>Date Due</b>
Faculty members informed of eligibility for reappointment, promotion, and/or tenure	MUSOP Dean	March 1
Petition for promotion and/or tenure submitted to MUSOP Dean	Faculty member requesting promotion and/or tenure	May 1
Submission of faculty dossier to MUSOP Dean	Faculty member requesting promotion and/or tenure	July 1
Submission of external reviewer names to the Department Chair	Faculty member requesting promotion and/or tenure	July 1
Transmission of faculty member petition and dossier to the Department Chair	MUSOP Dean	July 1
Acquire external reviews†	Department Chair	August 1
Forward dossier materials to Departmental Promotions Committee	Department Chair	August 1
Promotions Committee recommendation on promotion and/or tenure to Departmental Chair	Chair of Departmental Promotions Committee	September 1
Departmental Chair recommendation on promotion and/or tenure to Faculty Affairs Committee	Department Chair	October 1
Faculty Affairs Committee, Promotions Subcommittee recommendation on promotion	MUSOP Associate Dean	November 15

and/or tenure to MUSOP Dean		
MUSOP Dean's recommendation on promotion and/or tenure to Marshall University Provost	MUSOP Dean	December 20
The Marshall University Provost's recommendation on promotion and/or tenure to the Marshall University President	Provost	April 22
Faculty member receipt of promotion and/or tenure decision	Marshall University President	April 30
† Department Chair may request 2-4 additional external peer reviews that are independent from the faculty member list		

### *Dossier Preparation*

The first key step in preparation for review is the responsibility of the faculty member. A dossier of the faculty member's accomplishments must be prepared. At a minimum, the dossier must include all annual faculty evaluations; a current curriculum vitae; representative documentation of teaching, scholarly activity, and service; and a statement or letter summarizing key accomplishments that gives support to the application. The complete dossier must be presented to the MUSOP Dean no later than July 1st of the academic year prior to that the faculty member desires to be considered for peer review.

### *Criteria for Promotion*

1. Instructor to Assistant Professor (Clinical or Science – all tracks)
  - a. Minimum experience requirements:
    - i. Terminal degree or equivalent experience
  - b. Specific areas for consideration include, but are not limited to:
    - i. Teaching
      1. Demonstrated promise of developing excellence in teaching
    - ii. Research/Scholarly Activities
      1. Demonstrated promise of developing excellence in research/scholarly activities
      2. Be qualified to serve on and/or chair a graduate committee
    - iii. Professional Service/Patient Care
      1. Demonstrated competence
2. Activities and levels for Assistant to Associate and Associate to Full
  - a. *Patient Care* – Faculty member activity in the area of patient care is assessed relative to performance in the areas of practice competency, financial support of practice efforts, and commitment to the scholarship of practice. The following list, which is not all-inclusive, provides examples of evidence that would support a faculty member's claims of proficiency or excellence in patient care:

- i. Competency
  1. Devises a clinical quality improvement protocol
  2. Maintaining appropriate licensure
  3. Acquisition of practice certifications
  4. Directs health-related public service programs
  5. Appointment to a governmental advisory group (State Formulary or FDA section, etc.)
  6. Demonstration of clinical competency as assessed by peer evaluation
  7. Creation of new, innovative practice environments
  8. Nominations and/or receipt of practice awards (local, regional, or national)
  9. Documentation of practice interventions showing impact upon patient care outcomes
- ii. Economic Impact
  1. Documentation of the positive economic impact of practice efforts
  2. School's existing contract relationships expanded as a direct result of faculty member's efforts
  3. School receives ongoing, consistent reimbursement for faculty member's practice activities
- iii. Scholarship of Practice
  1. Present talks or poster presentations at local or regional practice meetings
  2. Presents talks or poster presentations at national or international practice meetings
  3. Abstracts published in a peer-reviewed local/regional/national/international practice journal
  4. Review articles or tertiary literature (white paper or position statement) published in peer-reviewed local/regional/national/international practice journal
  5. Authorship or editorship of book chapters or books published within a subject area where the faculty member has practice expertise
- iv. Activity Levels for Patient Care-Unless otherwise noted, documentation of each category (a, b, and c) below must be present for the faculty member to be categorized as any one level.
  1. Level 1
    - a. Competency – Faculty member documentation provides intent to pursue practice competency.
    - b. Economic Impact – Faculty member documentation provides evidence of the intent to have positive economic impact upon the institution where services are provided, or the School has received some degree of remuneration for the services provided by the faculty member
    - c. Scholarship – Faculty member documentation provides evidence of the intent to pursue practice scholarship
  2. Level 2

- a. Competency – Faculty member documentation provides evidence of the pursuit of practice competency
  - b. Economic Impact– Faculty member documentation provides evidence of a positive impact upon the School’s or practice institution’s economic picture
  - c. Scholarship – Faculty member documentation provides evidence of pursuing practice scholarship
- 3. Level 3
  - a. Competency – Faculty member documentation provides evidence of exemplary practice competency
  - b. Economic Impact – Faculty member documentation provides evidence of significant, consistent positive impact upon the School’s or practice institution’s economic picture.
  - c. Scholarship – Faculty member documentation provides evidence of exemplary practice scholarship
- b. *Research* – Faculty member activity in the area of research is assessed relative to performance in the areas of research competency, financial support of research efforts, and commitment to research scholarship. The following list, which is not all-inclusive, provides examples of evidence that would support a faculty member’s claims of proficiency or excellence in research:
  - i. Competency
    - 1. Mentors or directs research fellows, students and/or pharmacy residents within the research process
    - 2. Service on Master’s and Dissertation thesis committees
    - 3. Evidence of an ongoing, planned involvement and commitment to research within their discipline
    - 4. Evidence of commitment to and involvement within interdisciplinary, collaborative research
    - 5. Evidence of new research skill acquisition (e.g., learning a new laboratory technique, building of translational research skills, acquisition of research certifications, etc.)
    - 6. Placement of student mentees in research positions
    - 7. Authorship or editorship of book chapters or books published
    - 8. Creation of new, innovative research techniques
    - 9. Appointment to a research advisory group (e.g., governmental, industrial, non-profit)
    - 10. Director of an acknowledged research center or program
    - 11. Nominations and/or receipt of research awards (local, regional, or national)
    - 12. Receipt of fundable scores for grants and/or contracts submitted
  - ii. Research Funding
    - 1. Receipt of gifts, contracts, grants, or other monies that support the ongoing service and function of the School

2. Grant or contract support as a principal investigator (PI), co-principal investigator (CPI), investigator or subcontract from sources external or internal to the university
- iii. Research Scholarship
1. Present talks or poster presentations at local or regional meetings
  2. Presents talks or poster presentations at national or international meetings
  3. Research-related abstracts published in peer-reviewed national/international journals
  4. Authorship of manuscripts summarizing original/innovative research that is published in peer-reviewed national/international journals
  5. Primary or lead authorship of manuscripts summarizing original/innovative research that is published in peer-reviewed national/international journals
- iv. Activity Levels for Research – Unless otherwise noted, documentation of each category (a, b, and c) below must be present for the faculty member to be categorized as any one level.
1. Level 1
    - a. Competency – Faculty member documentation provides evidence of the intent to develop an independent research program
    - b. Funding – Faculty member documentation provides evidence of the intent to acquire research funding
    - c. Scholarship – Faculty member documentation provides evidence of the intent to pursue the scholarship of research
  2. Level 2
    - a. Competency – Faculty member documentation provides evidence of the pursuit of developing an independent research program
    - b. Funding – Faculty member documentation provides evidence of the pursuit of research funding
    - c. Scholarship – Faculty member documentation provides evidence of commitment to the scholarship of research and evidence for pursuit of his/her independent research program
  3. Level 3
    - a. Competency – Faculty member documentation provides evidence of the acquisition of competency in developing an independent research program
    - b. Funding – Faculty member documentation provides evidence of the acquisition of research funding for his/her independent research program
    - c. Scholarship – Faculty member documentation provides evidence of recognition as a scholar who has made an impact in their field
- c. *Education* – Faculty member activity in the area of education is assessed relative to performance in the areas of education competency and commitment to the scholarship of teaching. The following list, which is not all-inclusive, provides examples of evidence that would support a faculty member's claims of proficiency or excellence in education:

- i. Competency
  1. Residents and fellows trained
  2. Positive student assessments of course and individual
  3. Evidence of an ongoing, planned commitment to development of education skills
  4. Evidence of commitment to and involvement within interdisciplinary, collaborative education
  5. Development of new, innovative course offerings to be delivered as part of the Pharm.D. curriculum
  6. Development of new or innovative skills assessments (e.g. Objective Structured Clinical Examination, OSCE)
  7. Directorship of educational programs (simulation, experiential learning, residency training, etc.)
  8. Positive peer reviews of course development and delivery
  9. Positive external peer assessment of the faculty member's teaching portfolio
  10. Development and delivery of teaching workshops at local/state/national meetings
  11. Nominations and/or receipt of educator awards (local, regional, or national)
- ii. Scholarship of Education
  1. Present talks or poster presentations at local, regional, national or international meetings (education-related)
  2. Education-related abstracts published in national/international journals
  3. Authorship of tertiary literature summarizing a field/pedagogy used in education
  4. Primary or lead authorship of tertiary literature summarizing a field/pedagogy used in education
  5. Authorship of manuscripts summarizing original/innovative education-related research that is published in peer-reviewed national/international journals
  6. Primary or lead authorship of education-related manuscripts summarizing original/innovative research that is published in peer-reviewed national/international journals
  7. Grants submitted and obtained related to scholarship and/or instruction
- iii. Activity Levels for Education – Unless otherwise noted, documentation of category (a, b, and c) below must be present for the faculty member to be categorized as any one level.
  1. Level 1
    - a. Competency – Faculty member documentation provides evidence of the intent to pursue education competency
    - b. Scholarship – Faculty member documentation provides evidence of the intent to pursue the scholarship of education
  2. Level 2
    - a. Competency – Faculty member documentation provides evidence of the pursuit of education competency
    - b. Scholarship – Faculty member documentation provides evidence of the pursuit of a commitment to the scholarship of education and evidence of independence in his/her teaching
  3. Level 3

- a. Competency – Faculty member documentation provides evidence of the acquisition of education mastery.
  - b. Scholarship – Faculty member documentation provides evidence of the acquisition of independent scholarship of education and creativity in his/her teaching.
- d. *Service* – Faculty member activity in the area of service is assessed relative to performance in the areas of professional and University/MUSOP service. The following list, which is not all-inclusive, provides examples of evidence that would support a faculty member’s claims of proficiency or excellence in service:
  - i. Service to Students and Community
    1. Participation as faculty advisor in student organizations and societies (e.g., APhA-ASP, SSHP, Phi Lambda Sigma, Phi Delta Chi, Kappa Psi)
    2. Involvement in community outreach programs aims at improving health education in the region
    3. Participation in student service projects (e.g., health fairs, food drives, fundraisers)
    4. Demonstrated willingness to provide elective, voluntary, or remedial teaching, preceptor, practice, or service activities
    5. Consistent representation at school, university, and community events
    6. Consistent participation and leadership on School or University committees
    7. Effective and diligent advisement of students, residents, and/or faculty peers (e.g., mentorship of assistant professors)
  - ii. Service to the Profession
    1. Reviewer for professional, research, or educational journals, books, and/or grants
    2. Membership on hospital or other public health service committees
    3. Membership on committees or boards of state, regional or national professional groups
    4. Officer for a local, state, regional, or national pharmacy, educational, or research organization
  - iii. Service to the School and University
    1. Consistent participation and leadership at departmental and faculty meetings
    2. Consistent participation and leadership on School of Pharmacy committees
    3. Consistent participation and leadership on University Committees
    4. Administrative service as Assistant or Associate Dean, Department Chair or Vice-Chair, Interim Department Chair, Director of Continuing Education, Experiential Director, Laboratory Director, etc.
  - iv. Activity Levels for Service – Unless otherwise noted, documentation of each category (a, b, and c) below must be present for the faculty member to be categorized as any one level.
    1. Level 1
      - a. Students and Community – Faculty member documentation provides evidence of the intent to provide service to the school and community
      - b. Professional – Faculty member documentation provides evidence of the intent to provide service to the profession
      - c. School and University – Faculty member documentation provides evidence of the intent to provide service to the school and university
    2. Level 2
      - a. Students and Community – Faculty member documentation provides evidence of the pursuit to provide service to students and community
      - b. Professional – Faculty member documentation provides evidence of the pursuit to provide service to the profession



- c. School and University – Faculty member documentation provides evidence of the pursuit of service to the school and university
3. Level 3
- a. Students and Community – Faculty member documentation provides evidence of providing exemplary service to students and community
  - b. Professional – Faculty member documentation provides evidence of providing exemplary service to the profession
  - c. School and University – Faculty member documentation provides evidence of exemplary service to the school and university

### Promotion Guideline

Faculty Promotion requires evidence of achievement in the applicable areas. The candidate for promotion and/or tenure is expected to provide documentation within their dossier that justifies achievement to the following level for each area.

### Department of Pharmacy Practice, Administration and Research

<b>Associate Professor (must have one 3)</b>	<b>Full Professor (must have one 3)</b>
<u>Non-tenure track - Practitioner</u> Patient care = 1 or 3 Research = 1 Education = 1 or 3 Service = 1	<u>Non-tenure track - Practitioner</u> Patient care = 2 or 3 Research = 2 or 3 Education = 2 or 3 Service = 2 or 3
<u>Non-tenure Track – Non-Practitioner Educator</u> Research = 1 Education = 3 Service = 1	<u>Non-tenure Track – Non-Practitioner Educator</u> Research = 2 or 3 Education = 3 Service = 2 or 3
<u>Tenure track- Educator</u> Patient care = 1 or 3 Research = 1 Education = 1 or 3 Service = 1	<u>Tenure track- Educator</u> Patient care = 2 or 3 Research = 2 Education = 2 or 3 Service = 2
<u>Tenure Track – Research</u> Patient care = 1 Research = 3	<u>Tenure Track – Research</u> Patient care = 2 or 3 Research = 3

Education = 1 Service = 1	Education = 2 or 3 Service = 2
<u>Tenure Track – Non-Practitioner Educator</u> Research = 1 Education = 3 Service = 1	<u>Tenure Track – Non-Practitioner Educator</u> Research = 2 or 3 Education = 3 Service = 2 or 3
<u>Tenure Track – Non-Practitioner Research</u> Research = 3 Education = 1 Service = 1	<u>Tenure Track – Non-Practitioner Research</u> Research = 3 Education = 2 or 3 Service = 2 or 3

Candidates for promotion must obtain a minimum of two letters of recommendation. Letters in support of candidate promotion must be from peers at reputable Schools/Universities or clinical institutions outside of Marshall University.

#### Department of Pharmaceutical Sciences and Research

<b>Associate Professor (Total must = 6, one area must be exemplary)</b>	<b>Full Professor (Total must = 7)</b>
<u>Tenure track</u> Research = 1-3 Education = 1-3 Service = 1-3	<u>Tenure track</u> Research = 1 or 3 Education = 1 or 3 Service = 1 or 3

Candidates for promotion must obtain a minimum of two letters of recommendation. Letters in support of candidate promotion must be from peers at reputable Schools/Universities or clinical institutions outside of Marshall University.