

GUIDELINES FOR PROMOTION AND REAPPOINTMENT OF CAREER-TRACK- FACULTY

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Introduction

The primary functions of University faculty are: the creation of new knowledge through scholarly and research activities; provide quality instruction to students in professional and graduate programs; provide service to the institution (department, college and university) and to professional and scientific organizations and the public. Faculty are expected to demonstrate proficiency in all of these functions, but not necessarily in equal measure. Meeting the criteria for promotion and carrying out these functions in a creative and effective manner leads to the rewards offered to a faculty member by this University (*i.e.*, promotion, tenure). Promotion and tenure decisions, therefore, should be based upon evidence and documentation of performance in these areas.

Faculty members in the Department of Pharmacy Practice and Science comprise more than traditional tenure-track faculty. Faculty members in this Department are also given appointments in a career-track series. The career-track is provided to individuals who have primary responsibility for clinical service and/or teaching. Research and scholarship are important components, but not at the same level of tenure-track faculty. Annual performance reviews may be considered in the promotion process, but such evaluations are not determinative on promotion decisions.

Career-track pharmacy faculty members are considered for promotion and/or reappointment under the guidelines in chapter three of the *University Handbook for Appointed Personnel (UHAP)*, including any published supplements or revisions. The guidelines established in this document provide the basis for promotion and reappointment of career-track pharmacy faculty and it is strongly recommended that faculty members thoroughly read the Departmental and University documents. The purpose of this document is to provide guidelines for promotion and reappointment for career-track Department of Pharmacy Practice and Science faculty members. Additional documentation on promotion reviews is available on the website of the Vice Provost for Faculty Affairs.

To initiate the promotion process, a memorandum from the candidate indicating the desire to be promoted should be provided to the Department Head no later than April 1 to be considered for promotion in the following academic year. Documentation, as required by these guidelines, must be provided accordingly.

Committee on Faculty Status

The Department's Committee on Faculty Status is responsible for evaluating faculty for promotion. The Department Head appoints the Committee at the beginning of each academic year. This Committee consists of faculty members representing the academic ranks of associate professor and professor. The chairperson of the Committee is appointed annually by the Head of the Department. In cases where a candidate is being considered for promotion to full professor, the Committee will consist of only full professors. The Committee will generally provide its review of the candidate during August to September. That review, along with the Department Head's letter of review, is transmitted to the Dean by October 15.

Promotion and Reappointment Review Procedure

At the beginning of each academic year, the Department Head shall provide the Faculty Status Committee chairperson with a list of names of faculty who are to be reviewed for promotion. An individual faculty member wishing to be considered for promotion may request a review by written request to the Department Head no later than April 1st, because the final dossier must be turned in to the Department Head by the end of June. Each faculty member shall review the University and College of Pharmacy policy and guidelines for promotion.

The faculty member will be invited to submit a list of at least three prominent individuals outside the University who would be able to provide a competent and fair review of the individual being considered for promotion; however, the candidate may decline to do this. The Department Head will also choose at least three prominent individuals outside the University who would be able to provide a competent and fair review of the individual being considered for promotion. The Department Head will contact potential reviewers and solicit review letters from them. The Department Head will distribute the candidate's dossier to the outside evaluators. Upon completion of their evaluation, the outside evaluators will send a letter of their evaluation of the candidate's dossier to the Department Head. At least half the final group of outside evaluators must consist of individuals identified by the Department Head, and sometimes this requirement may result in the Department Head having to solicit additional external reviewers to ensure that the majority of external review letters received were not suggested by the candidate. The Department Head will then add the outside evaluators' letters to the candidate's dossier and then submit the candidate's dossier to the Departmental Faculty Status Committee.

Once the candidate's dossier and outside letters are received, the Committee members will review the dossier and then meet in one or more closed sessions. A written ballot will be taken and the results will accompany the written report of the deliberations and the decision of the Committee with regard to promotion. This evaluation will then be submitted to the Department Head. A minority viewpoint should be included in the Committee report if the decision is not unanimous. The Department Head will review the report(s) and forward a memorandum containing his/her own recommendation to the Dean of the College of Pharmacy. The Dean will forward this to the College Faculty Status Committee along with the candidate's dossier and the Departmental Faculty Status Committee's report. The College Faculty Status Committee will review the materials and submit their assessment to the Dean. The Dean will make his/her assessment and inform the Provost of his/her

decision.

Criteria for Promotion and Reappointment

The quality of scholarship/research, teaching and service are the traditional areas in which an academic is evaluated for consideration for promotion. Career-track faculty in the Department are appointed and promoted on the basis of those criteria with emphasis given to professional competence.

All faculty members should possess personal characteristics that contribute to their intellectual breadth, emotional stability, and maturity. There must also be enough vitality and forcefulness to constitute effectiveness, compassion, and willingness to cooperate so that the faculty member can work in harmony with others, exhibiting a team spirit. At the same time, the faculty member is encouraged to maintain independence of thought and action. The following characteristics are important in this area:

1. Collegial attitude towards faculty and staff
2. Integrity
3. Conscientiousness
4. Industriousness
5. Motivation
6. Emotional stability
7. Maturity
8. Self-reliance
9. Good judgment
10. Initiative

Scholarly/Research Activity

In the broadest sense, scholarly/research activity describes the organized scientific pursuit of new knowledge. One significant quantifiable endpoint for evaluating scholarly/research activity is the subsequent publication of its results. The key criteria for acceptability should include:

1. Applicability to current health care practice in a broad sense,
2. Originality and uniqueness of the knowledge developed (heuristic value), and
3. Demonstration of significant contribution to the profession through publications and presentations.

The following refereed publications might constitute some of the types of acceptable research/scholarly activities:

- Case report or case series with extensive follow-up on patient monitoring or assessment by the authors that makes a unique and significant contribution to the literature;

- In-depth, critical reviews of a wide body of knowledge published in a journal predominantly devoted to primary publications as described above;
- Books, book chapters, reviews, monographs, bulletins, articles in professional publications (ideally peer-reviewed), research reports to sponsors, accepted manuscripts, research notes and bulletins, editorials, book reviews, if meeting the criteria set forth above;
- Report of an original research effort; and
- Presentations, posters, abstracts and/or symposia if published and meeting the spirit of the criteria of a primary publication and those above.

While expectations vary according to the assigned duties of individual faculty, at least two major publications per year (peer reviewed) while in residence at the University are generally considered necessary for promotion and/or reappointment. However, this minimum does not guarantee advancement; quality is the primary criterion. The total number of publications may be averaged over the total years while in University residence and will be considered against the workload assignments of individual faculty.

Funded scholarly/research activity includes all types and sources of extramural funding including governmental, private grants, and industry sponsored research projects. The candidate should be able to demonstrate some ability to personally attract extramural research funding, as defined above, during the review period. Competitive intra-mural funding should also be listed for evaluation.

Promotion criteria at the University of Arizona are based on an inclusive view of scholarship that recognizes applied and translational research, including research on teaching, community and business partnerships, and tech transfer and commercialization activities, as noted in UHAP 3.3.03.b. Faculty participation in other formal scholarly/research projects should be considered either as a service or as a research function. Evidence of personal involvement in either type of function should be present at the time of the review. Such evidence might include serving on thesis committees or advising students/residents/fellows in independent research projects. Primary scientific papers generated from these arrangements serve as separate evidence of involvement.

Teaching

All faculty members are expected to have teaching responsibilities and to actively participate in those efforts. Teaching is expected to occur at several levels, including professional and post-graduate education (*i.e.*, graduate students, residents and fellows). The requisites of teaching effectively include: intellectual competence (a thorough knowledge of the material being presented), an ability to organize and present complex information, enthusiasm, ability to arouse interest in course content, and ability to relate practice experience to course content. Effectiveness in teaching is reflected by student learning and improvements in the learning environment and curriculum. Evidence of teaching effectiveness may include, but is not limited to, any combination of the items listed below. In joint instructional endeavors, the evidence should specify the extent of each person's contribution.

1. Honors or special recognitions for teaching accomplishments.

2. Development or significant revision of programs and courses, including
 - Preparation of innovative teaching materials, instructional techniques, curricula or programs of study;
 - Collaborative work on interdisciplinary courses, programs and curricula within the University or across institutions;
 - Collections and evaluations of data from students and colleagues regarding own strengths and weaknesses for improvement of teaching;
 - Development and evaluations of techniques of instruction;
 - Development and utilization of new tools for student and peer evaluation of own teaching, and applications of findings to the improvement of teaching; and
 - Attendance at teaching seminars/courses to improve teaching quality.

3. Effectiveness shown by student evaluations and accomplishments, including
 - A list of courses and information from student questionnaires designed to reflect teaching effectiveness and creativity;
 - Representative student comments that attest to a teacher's abilities to arouse student interest and to stimulate their work should be reported;
 - Evaluation by students being trained in clinical, laboratory, or field (*e.g.*, clinical) Activities;
 - Letters of evaluation from former students attesting to the candidate's instructional performance both within the traditional classroom setting and beyond it;
 - Performance of students on uniform examinations or in standardized courses;
 - Accomplishments of the teacher's present and former students, including information to show the students' success both in learning the subject matter of the discipline and in pursuing it to a point of intellectual significance;
 - Effective direction of graduate/professional study including theses and dissertations;
 - Evidence of students coming from other institutions especially to study with the teacher;
 - Successful direction of individual student work such as independent studies, special student projects and student seminars;
 - Evidence of effective advisement of students; and
 - Documentation considered helpful for evaluation of teaching:
 - Teaching load report,
 - Course objectives,
 - Course syllabus,
 - Titles of textbooks and recommended references,
 - Patient case studies or discussion group materials,
 - Examinations and quizzes, Student course evaluation(s), Peer classroom observation; Self-assessment report, and Participation in graduate or postgraduate teaching or training.

4. Effectiveness shown by peer evaluation of expertise in instruction, including

- Peer evaluations by colleagues/supervisors who are familiar with the candidate's teaching, have team-taught with the candidate, used instructional materials designed by the candidate, or have taught the candidate's students in subsequent courses;
 - Selection for teaching special courses and programs;
 - Participation in special teaching activities outside the University, including international assignments, special lectureships, panel presentations, seminar participation and international study and development projects;
 - Membership on special bodies concerned with teaching, such as accreditation teams and special commissions; and
 - Invitations to testify before academic or governmental groups concerned with educational programs.
5. Publication activities related to teaching, including
- Textbooks, published lecture notes, abstracts, articles or reviews that reflect a candidate's teaching contributions and scholarship;
 - Adoption of a candidate's textbooks, especially repeated adoption, by institutions; and
 - Presentation of papers on teaching before learned societies.
6. Grants related to instruction, including
- Receipt of competitive grants/contracts to fund innovative teaching activities or to fund stipends for students and
 - Membership on panels to judge proposals for teaching grants/contracts programs.
7. Election to offices, committee activities and other important service to professional associations and learned societies including editorial work and peer review as related to teaching.
8. Departmental and institutional governance and academic policy and procedure development as related to teaching.
9. Successful integration of teaching and research or teaching and service in ways that benefit students.
10. Utilization of strategies to improve effectiveness in teaching, including
- Communicates effectively with students and colleagues;
 - Prepares in advance for classroom and clinical content;
 - Assists student(s) with transfer, utilization, and synthesis of previous knowledge;
 - Shares teaching load, *e.g.*, formal classes, seminars, and students in clinical area;
 - Provides environment conducive to effective teaching and learning;
 - Utilizes various teaching methods and assignments to encourage students' growth toward course goals; and
 - Recognizes own limitations and seeks consultation when needed.

11. Participates as preceptor to students, residents, and postdoctoral fellows where appropriate.
12. Develops expertise in specific areas as evidenced by requests for participation in professional and scholarly activities.

The Committee will consider as many criteria as possible to make a fair and accurate evaluation since no single criterion can be an adequate indicator of a level of performance; therefore, candidates should consider as many documented criteria as possible when preparing their dossiers.

Service

Service to the University includes, but is not limited to, participating in Department, College and/or University committee work and/or governance; contributing to administrative support work (such as serving as a College representative on a major University committee or task force); and developing, implementing or managing academic programs or projects.

Service to the profession or scientific field includes, but is not limited to, offices held and committee assignments performed for professional associations and learned societies; development and organization of professional conferences; editorships and review of manuscripts for professional association and learned societies; and review of grant applications.

Evidence of the effectiveness of service to society, the University and the profession includes, but is not limited to, the items listed below. In any joint endeavors, the extent of individual faculty member's contributions should be identified. Also, competitive service contracts should also be listed for evaluation.

1. Clinical Service (if applicable):
 - Responsibility for developing innovative roles for the pharmacist in a patient care setting and be a visible role model for professional, and graduate students, residents, and fellows;
 - Written and verbal communications to other health care professionals (A representative sample of these communications shall be made available on request);
 - Maintenance of a competency level by reading and evaluating the scientific/professional journals, and shall attend meetings and conferences;
 - Involvement in creative activities such as new methods in service delivery and design;
 - Extensive scholarly writings, other than those described under the research/scholarly activity classification listed below; and
 - Demonstrated direct influence on patient care.
2. University and Public Service:
 - Service on Department, College of Pharmacy, institutional, and University committees;

- Service on professional committees at the local, state, and national level and service on review panels and site visitation committees to upgrade the profession of pharmacy;
- Service in offices at the state and/or national level;
- Contributions to continuing education programs and guest lectures to professional groups and civic groups;
- Involvement with Departmental administration in activities such as course coordination, supervision of faculty and/or non-faculty personnel, source evaluation or implementing methods to improve instruction;
- Involvement in professional and learned societies, including election to offices, committee activities, editorial work, peer review and other important service\Development, implementation or management of academic programs, projects or study-abroad initiatives;
- Development and organization of professional conferences; and
- Reviewing grant applications.

Specific Criteria for Various Ranks

Just as with the University in general, the Department's primary means for accomplishing its goals is through the faculty; success depends largely on the quality of the faculty. Consistent with the mission of the Department, faculty members are appointed to the following ranks as described in UHAP. Reviews should consider candidates' assigned duties in assessing their contributions.

Lecturers and Instructor

Promotion to lecturer, senior lecturer, or principal lecturer may be made at the departmental level with the approval of the appropriate dean. Lecturers, including senior and principal lecturers, and instructors may be promoted to career-track assistant professor after a minimum of three years of service, provided their annual performance reviews meet criteria and they have taken on expanded duties as required under UHAP 3.3.03.e.

Assistant Professor

Appointment and promotion to career-track assistant professor will require evidence of promise, adequate training, depth of knowledge in a particular specialty, and capacity to undertake high quality teaching, research, and service. Promotion to career-track associate professorship is possible after a minimum of three years of service in assistant rank.

Associate Professor

Appointment or promotion to career-track associate professor will require evidence of an established and productive career in addition to the qualifications required of a career-track assistant professor. Such an individual will be known at the state, regional, and national level for his or her particular expertise, and will contribute to the departmental program in a significant fashion through outstanding teaching, effective service, and research contributions commensurate with the candidate's assigned workload duties. Annual reappointments may be made an indefinite number of times, subject to satisfactory performance evaluations. Career-track associate professors may go up for promotion to the rank of career-track professor at any

time.

Professor

Appointment or promotion to career-track professor will require outstanding qualifications regarding expertise and experience in addition to the qualifications required of a career-track associate professor. Such an individual must have achieved national and international recognition through peer organizations and will bring distinction to the department by making high impact contributions and providing leadership that advances major strategic priorities. Career-track professors may be reappointed annually provided they continue to meet the criteria for the rank and perform satisfactorily as determined by annual performance evaluations.