

# 2022-2023 IDAHO STATE UNIVERSITY COLLEGE OF PHARMACY

## GUIDELINES FOR PROMOTION AND/OR TENURE

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### **PREAMBLE**

Promotion and/or tenure are the recognition of the candidate's past achievements at Idaho State University (ISU) and represent the potential for the faculty member to further contribute to the [Mission, Vision, and Values of the ISU College of Pharmacy](#) (College). The process of earning promotion and/or tenure begins at the moment of hiring; thus, all faculty should be advised of what is expected of them for promotion and/or tenure. These College guidelines are extensions of the general University policies ([ISUPP# 4020](#)) and [Division of Health Sciences \(DHS\) guidelines](#) and are intended to ensure that uniform or equivalent standards are applied to address the awarding of promotion and/or tenure to all faculty within the College.

College faculty believe that granting promotion and/or tenure must be based solely on merit. Faculty Affairs Committee (FAC) created this document to establish objective merit-based criteria for granting promotion and/or tenure.

[College Bylaws](#) designate the FAC with drafting and revising promotion and/or tenure guidelines as needed. Guidelines will be distributed annually to the faculty for review and approval based on [College Bylaw](#) procedures.

### **I. UNIVERSITY REQUIREMENTS FOR PROMOTION AND/OR TENURE**

Minimum criteria and qualifications for a tenure track, tenured, and non-tenure track faculty ([ISUPP# 4050](#)) will be used to assess and determine eligibility for promotion and/or tenure.

#### **A. Assignment of Rank**

##### a. Assistant Professor

- i. An appropriate terminal or professional degree for the discipline (a candidate in the final stages of attaining their degree may be hired and allowed up to one year to complete that degree. A time limit should be specified in the offer letter).
- ii. Demonstrated competence in the field plus interest in, and capacity for, teaching and service to the profession, program, Department, College, and/or University.
- iii. Evidence of creative and/or scholarly activities.

##### b. Associate Professor

- i. An appropriate terminal or professional degree for the discipline.
- ii. Demonstrated competence in the field plus interest in, and capacity for, teaching and service to the profession, program, Department, College, and/or University.

- iii. Evidence of continuing and productive creative and/or scholarly activities.
- iv. Five years of faculty experience at the College level (the faculty member is eligible to be evaluated for promotion and/or tenure during the fifth year of service) or based on other appropriate experience in the field (as noted in the faculty member's offer letter).

c. Professor

- i. An appropriate terminal or professional degree for the discipline.
- ii. Demonstrated competence in the field plus interest in, and capacity for, teaching and service to the profession, program, Department, College, and/or University.
- iii. Evidence of continuing and productive creative and/or scholarly activities.
- iv. Seven years of faculty experience at the college level, including at least five years at the rank of Associate Professor or other appropriate experience in the field. Review for promotion to Professor may occur no earlier than during the fifth year of service at the Associate Professor rank.
- v. Evidence of intellectual and academic leadership.

**B. Tenure**

A faculty member is eligible to be evaluated for the acquisition of tenure after having completed four (4) full years of academic employment at the institution. However, tenure may be awarded prior to the completion of this initial eligibility period in certain exceptional cases as provided in [Board Policy II.G.6.d.4iv.a1](#). The burden of proof rests with the candidate. ([ISUPP# 4020 \(V.B.1\)](#)). The candidate must supply written evidence (e.g., initial employment contract) to receive tenure credit for years served at another educational institution.

The candidate's request will be considered "early tenure" if tenure is applied before completing four-full academic years at ISU. Requirements for early tenure are more stringent than for standard promotion and/or tenure. Faculty not granted "early tenure" may be reconsidered at a later date.

In addition, a faculty member must be evaluated for tenure not later than the faculty member's sixth (6th) full academic year of employment at the University. In certain exceptional cases, a faculty member may petition for an extension of the timeline ([Stop the Clock Tenure Process](#)).

**II. COLLEGE PROMOTION AND/OR TENURE REQUIREMENTS**

**A. Guiding Principles and Faculty Workload**

The College has explicitly stated the essential responsibilities of its faculty in the College Promotion and Tenure Guidelines. The FAC believes the following statements accurately summarize the roles and responsibilities of College faculty.

- a. Be a scholar – Candidates are expected to demonstrate sustained scholarship in their area of expertise.
- b. Teach. One of the primary-tasks of candidates is teaching doctor of pharmacy and/or graduate

students in the College.

c. Service – Service to the profession, program, Department, College, and/or University is an important responsibility of all faculty members. Candidates with clinical practice responsibilities are expected to serve as role models for students in the practice setting.

The ISU Faculty Workload Policy ([ISUPP# 4090](#)) requires that full-time academic faculty be assigned 15 workload equivalency units of effort each semester on a nine-month contract. Workload assignments for faculty on either a 10- to 12-month contract and for part-time faculty should be proportional to those for full-time, nine-month faculty (e.g., 12-month faculty are assigned 40 workload units per year).

“No faculty workload assignments should be made that conflict with a member's Department faculty evaluation standards or promotion and/or tenure policies. All should be mindful that concentration of candidate effort in one component of work to the near-total exclusion of effort in the other components, except for specific faculty appointments (e.g., research, lecturer, etc.), is discouraged under this policy. Every candidate should be given the opportunity to contribute in measurable ways to the teaching, scholarship, service”, clinical practice or/”and administrative functions.”

## **B. Faculty Requirements for Promotion of Rank**

a. Promotion reflects recognition of the candidate’s consistent, strong performance and contribution to the University’s missions of teaching, scholarship, and service. Academic promotion indicates confidence that the candidate is capable of greater responsibility and additional accomplishments in the future. It is not the automatic consequence of time spent at a certain rank.

Candidates applying for promotion are objectively evaluated by peers based on criteria for evidence of their strength in the performance of assigned duties, scholarship, and service. The responsibilities of individual faculty will vary depending on the needs of departments and should be specified in writing (i.e., job description). FAC and departmental peers acknowledge that different faculty positions will require the different expenditure of effort in teaching, scholarship, service, and clinical practice, as needed by departments.

It is unrealistic to expect outstanding performance in all aspects of academic endeavor. Competent performance against specific criteria should be counterbalanced by consistently strong performance in others. In all cases, teaching effectiveness must be demonstrated.

In addition to the primary responsibilities of teaching and scholarship, faculty are expected to be collegial members of the College and perform appropriate service that contributes to the mission, goals, and objectives of their Department, College, and University.

b. Faculty not Eligible for Promotion ([ISUPP# 4020 IV.D](#))

- i. Adjunct
- ii. Affiliate & Allied graduate
- iii. Administrative
- iv. Visiting

### **C. Faculty Requirements for Tenure**

Tenure is the right of the candidate to receive an annual contract renewal, except when terminated for cause or as otherwise specified. Tenure is granted due to demonstrated competence, sustained contribution, and a strong commitment to serving the College, as evidenced by the candidate's performance of assigned duties and achievements in scholarship. In addition, issues of collegiality and professional integrity are also considered.

Candidate's requesting tenure will be evaluated according to the College Guidelines for Promotion and Tenure. Since tenure is essentially a career-long commitment by the College, the candidate must demonstrate potential for long-term contributions to discipline and ISU. A recommendation to deny a candidate's tenure request is a recommendation that the candidate receives a terminal contract.

### **III. PROCESS OF APPLYING FOR PROMOTION AND/OR TENURE**

Before the end of the Spring semester of the preceding academic year, faculty should inform their Department Chair (Chair) and the current FAC Chair in writing about their intent to seek promotion and/or tenure during the next academic year.

The FAC, Promotion and/or Tenure committee and the candidate's Chair will evaluate the candidate's suitability for promotion and/or tenure. Based on College Promotion and/or Tenure guidelines, the FAC Promotion and Tenure Committee and the candidate's Chair will independently make a formal recommendation to the Dean on the candidate's application.

#### **A. External Peer Review**

External peer review is required for all eligible faculty (tenure-track, tenured, and non-tenure track) with research responsibilities. ([ISUPP# 4020](#)) The candidate must submit a list of at least seven-recommended external reviewers to the Chair when declaring intent to seek promotion and/or tenure. These recommendations should be accompanied by a brief rationale supporting the choices and certification that there is no significant relationship with the recommended reviewers.

The Chair may also consider other professionals in the candidate's specific area of expertise as external reviewers. The Chair will select at least two reviewers from the candidate's recommended list and solicit external reviews from an additional one to four professionals in the candidate's area of expertise. The candidate will refrain from contacting potential external reviewers.

The candidate will provide copies of a current vitae and other materials chosen by the candidate as appropriate for external review. When inviting a potential reviewer, the Chair will forward materials along with copies of the Department and College promotion and/or tenure policies and Mission Statements of the Department, College, and University, as well as a written description of the candidate's assignment of efforts and activities for the entire time span being evaluated.

#### **B. Documentation Requirements**

All candidates must provide documentation as required by University and College guidelines and in the format described in the Promotion and/or Tenure Application Form ([ISU Office of Academic Affairs website](#)).

Once the candidate has declared that they will be seeking promotion and/or tenure in the subsequent academic year, the FAC Chair will work with the Dean's office to create Box folders for the candidate's portfolio materials. ([FAC Promotion and/or Tenure Process Document for Timeline - Pending](#)).

a. Candidates should include the following in their portfolio:

- i. The ISU Promotion and/or Tenure Application Form
- ii. A current and comprehensive curriculum vitae
- iii. A cover letter that summarizes why the candidate is ready for promotion and/or tenure. The letter should include a brief self-evaluation of their accomplishments in the areas of teaching, scholarship, and service, when appropriate, and any other areas of merit.
- iv. A teaching self-reflection (may be included in the cover letter), and examples of teaching materials that support the candidate's teaching accomplishments
- v. Up to five peer-reviewed publications or other works that illustrate the candidate's scholarship accomplishments
- vi. Example documents that support the candidate's service accomplishments (e.g., professional, administrative, clinical practice)

b. Candidate's Chair should add the following to the portfolio:

- i. Annual performance reviews for reappointment, including intensive third-year review.
- ii. All available teaching evaluations for the candidate.
- iii. Solicited letters for external peer review ([ISUPP# 4090](#))

The FAC may request further documentation regarding the candidate's application. Such requests may include but are not limited to course syllabi, course objectives, samples of handouts and exams, documented evidence of grant submission/funding of grant proposals and contracts, and programs from professional meeting programs indicating candidate presentations at professional meetings.

The FAC will meet initially in the early Fall semester to formulate promotion and/or tenure sub-committees and pre-review applications. Requests for additional material, if necessary, will come from this meeting. The candidate will have approximately 30-days to provide the FAC with the materials prior to the meeting where promotion and/or tenure recommendations are finalized.

The candidate has the right to contact FAC Chair to review all materials (including external review letters) submitted by the Chair prior to the FAC Promotion and/or Tenure review.

The FAC committee and Dean's office will add additional materials as required by University and College policy prior to submitting the portfolio to upper administration.

#### **IV. DEPARTMENT LEVEL PROMOTION AND/OR TENURE REVIEW REQUIREMENTS**

##### **A. 3<sup>rd</sup> Year Review**

All tenure-track and non-tenure track faculty will be reviewed in the third year of appointment by a committee of their peers. ([ISUPP# 4020](#)) A FAC sub-committee, comprised of at least two members of the FAC from the candidate's Department, will lead the peer review. The sub-committee will evaluate the candidate's progress toward promotion and/or tenure based on the Guideline document. FAC, with input from the candidate's Department, will provide a written report to the candidate and Chair indicating the candidate's strengths and areas of weakness. The department review aims to provide an opportunity for formal evaluation, support development of individual mentoring, and remediation plans to address any deficiencies prior to a candidate's review for promotion and/or tenure. The FAC will provide a summary of the review findings to the faculty member and the Chair during the candidate's 3<sup>rd</sup> year of appointment. ([FAC Promotion and/or Tenure Process Document - Pending](#))

## **B. Departmental Level Promotion and/or Tenure Review**

The department faculty members function as the initial level of reviewing the candidate's application for promotion and/or tenure. Each department faculty must review the candidate's portfolio prior to the department meeting to discuss the candidate's qualifications for promotion and/or tenure. The department-level meeting shall take place prior to the formal FAC Promotion and/or Tenure Evaluation Meeting.

A current FAC representative of the candidate's department will schedule the departmental meeting. All eligible faculty members will be invited to participate, except for the candidate and the Chair. This is to be a confidential discussion of the candidate's application.

During the Departmental review, FAC representatives will: a) overview the candidate's current position description and rank; b) explain the College criteria for promotion and/or tenure within the context of the faculty member's rank; c) facilitate a discussion of the candidate's accomplishments in teaching, scholarship, service, and clinical practice (where applicable) and, d) clarify any ambiguity that departmental faculty may have about the candidate's position, submitted portfolio, or the promotion and/or tenure process. At the conclusion of the meeting, the FAC Chair or their designee will e-mail each eligible departmental faculty a ballot voting separately for promotion and/or tenure, ranking the applicant based on teaching, scholarship, service, and clinical practice as applicable ([ISUPP# 4020](#)). This ballot is in addition to a poll on the candidate's collegiality that is distributed to all College Faculty.

FAC representatives comprising the Promotion and/or Tenure Evaluation Committee, the candidate, the faculty advocate, and the Chair will not receive departmental ballots. All ballots must be submitted to the FAC Chair or their designee within one week of distribution. The FAC committee will review all signed ballots at the time of their promotion and/or tenure meeting while reviewing the candidate's application. An anonymous summary of departmental votes and recommendations will be included in the Promotion and/or Tenure recommendation letter from the Promotion and/or Tenure committee to the Dean. ([FAC Promotion and/or Tenure Process Document - Pending](#)).

## **V. COLLEGE PROMOTION AND/OR TENURE COMMITTEE AND SUB-COMMITTEE FUNCTIONS**

The FAC functions as the College Promotion and/or Tenure faculty committee ([College Bylaws, II.B.1.C., III.A.6](#)). The FAC is responsible for developing policies, procedures, and instruments to evaluate individual faculty performance. FAC is responsible for making recommendations to the

Dean for awarding of promotion and tenure.

### **A. Composition of the Promotion and/or Tenure Sub-Committees**

When the FAC subcommittee is functioning to make promotion and/or tenure recommendations, the membership shall be constructed to maintain equal departmental representation with two-FAC members serving from each Department. ([College Bylaws III.A.3 a-d.](#))

#### a. Sub-committee composition

- i. The FAC promotion and/or tenure subcommittee will consist of the two most senior Pharmacy Practice and Administrative Sciences (PPRA) FAC members (based on years served within the College) EXCEPT in cases where the candidate is a non-tenure-track candidate seeking promotion. In the latter, the non-tenure-track FAC member, along with the most senior PPRA FAC member, will serve on the candidate's promotion and/or tenure subcommittee. If more than one FAC member is non-tenure track, the two most senior non-tenure track FAC members will serve on the candidate's P&T subcommittee. If both tenure track and non-tenure track candidates seek academic advancement, separate promotion and/or tenure subcommittee appointments for each track will be developed. The two Biomedical and Pharmaceutical Sciences (BPSCI) and Clinical Psychopharmacology FAC members will serve for all candidates seeking academic advancement.
- ii. Two non-voting professional pharmacy students selected by the Pharmacy Student Senate and appointed by the Administrative Council and Dean. Students will serve for two years, beginning their second year in the doctor of pharmacy program.
- iii. Two non-voting graduate students are recommended by their respective graduate program directors and appointed by the Administrative Council and the Dean. At least one student will be from each department with enrolled graduate students, and at least one student shall be in at least the second year of graduate coursework. Graduate students will serve for two years and are only required to participate in the promotion and/or tenure subcommittee in the event that faculty with graduate school appointments are evaluated that academic year.
- iv. One additional faculty member, serving as a faculty advocate, selected by the candidate. During the promotion and/or tenure sub-committee meeting, the faculty advocate shall have voting rights. The faculty advocate shall serve only during the evaluation of the faculty member for whom the advocate is evaluating.

#### b. Criteria for selecting a faculty representative:

- i. Must be an ISU faculty who is or was eligible for promotion ([ISUPP# 4020](#)) and must have achieved the faculty rank that the candidate is seeking.
- ii. Cannot be a member of the FAC, the candidate's Chair, a dean, or a member of the Division of Health Sciences Executive Committee.
- iii. Should preferably be familiar with the candidate's career trajectory.

### **B. Functions of the Promotion and/or Tenure Committees**

Once the FAC Promotion and/or Tenure Committee(s) composition and faculty advocates for a candidate are known, the Committee will undertake a number of tasks to evaluate the candidate, including review of the submitted portfolio materials, scheduling peer review of teaching, surveying students and alumni on the candidates teaching, leading the departmental peer review process (See below, Section VI.C.c), conducting a College Collegiality vote (See below, Section VI.B), and ultimately holding a meeting to evaluate and formulate recommendations on the candidate's suitability for promotion and/or tenure to the Dean. ([FAC Promotion and/or Tenure Process Document - Pending](#))

a. Peer-review of teaching: The FAC Promotion and/or Tenure committee will appoint a minimum of two members to conduct a peer evaluation of teaching (teaching peer-review sub-committee, referred to as FAC sub-committee hereafter), of which at least one member should be from the candidate's department, and in the case of candidates with experiential teaching responsibilities, at least one member should be from the candidate's home campus.

The sub-committee will review the candidate's teaching folder and conduct observations of teaching in the classroom and laboratory/experiential site (if applicable) prior to the FAC promotion and/or tenure evaluation meeting. Peer-evaluation of teaching should be based on live student-teacher interactions wherever possible, although videotaped lectures may be utilized if live attendance is not feasible. For purposes of peer review, the candidate may be requested to supply course syllabi and examples of grading instruments and educational materials, including those used in graduate student mentoring.

The FAC sub-committee will generate a written report of their findings that will be presented during the FAC promotion and/or tenure evaluation meeting.

b. Student teaching evaluation: The FAC Chair will instruct members of the Student Teaching Evaluation sub-committee (referred to as the student sub-committee hereafter) on the importance of Promotion and/or Tenure Policies and Procedures. The students are charged with surveying past and current College students, interpreting survey results, developing a consensus written report that summarizes their candidate's teaching competency, and disseminating results to FAC Promotion and/or Tenure Committee.

The report must identify what data were used and how they were collected and include the number of students interviewed in didactic, experiential, graduate, and alumni categories. Example criteria and survey questions are available. ([FAC Promotion and/or Tenure Process Document - Pending](#))

The student sub-committee will present the report during the FAC Promotion and/or Tenure evaluation meeting. Students will then be excused from the remainder of the FAC Promotion and/or Tenure evaluation meeting.

c. FAC Promotion and/or Tenure evaluation meeting: The FAC Chair will schedule a Promotion and/or Tenure evaluation meeting for each candidate late during Fall semester after the completion of teaching evaluations and the Departmental peer review has been completed, but prior to the University timeline requirements for College Promotion and/or Tenure recommendations.

All FAC Promotion and/or Tenure sub-committee members, including the faculty advocate and student sub-committee representatives, must be present at the meeting. Results of the peer review and student sub-committees will be presented. College collegiality and Departmental peer review



ballots and external letters will be reviewed, and a general discussion of the candidate's teaching, scholarship, service, and clinical practice (if applicable) accomplishments will be conducted.

The advocate will be allowed to provide support for the candidate's promotion and/or tenure. At the conclusion of the meeting, the FAC Promotion and/or Tenure sub-committee will conduct votes on the candidate's suitability for promotion and/or tenure, then formulate recommendations to the Dean. ([FAC Promotion and/or Tenure Process Document - Pending](#))

Proceedings of the Promotion and/or Tenure Committee are confidential. The discussion, content, and results of promotion and/or tenure deliberations shall not be disclosed to anyone by any member of the Committee, except in the manner proscribed for forwarding recommendations from the Committee to the Dean or as necessary to comply with the requirements of a formal grievance process ([ISUPP# 4041](#)).

### **C. Implementation of Promotion and/or Tenure Guidelines**

To build faculty trust and confidence promotion and/or tenure recommendations from the FAC are fairly and equitably applied. FAC is committed to documenting the evaluation process for promotion and/or tenure recommendations. All FAC processes and procedures are in accordance with the College Bylaws and [ISUPP# 4020](#), or where these documents are silent, have been approved by a majority vote of the FAC. The FAC standard operating procedure document will be provided to the Faculty at the conclusion of each academic year. It will remain effective until a revised policy and procedure document is distributed.

## **VI. CRITERIA FOR MEASUREMENT OF PERFORMANCE**

### **A. Evaluative criteria used to assess promotion and/or tenure**

At the conclusion of the Promotion and/or Tenure sub-committee evaluation meeting, faculty FAC members will complete a ballot ranking the candidate on a 4-point scale (1-4) for each of the following categories: teaching, scholarship, service, and clinical practice (if clinical practice responsibilities are included in the candidate's job description). Competence is defined as; the quality or state of having sufficient knowledge, judgment, skill, or strength. The identical ranking scale will be used on the departmental review ballot. ([FAC Promotion and/or Tenure Process Document - Pending](#))

The descriptors for the ranking scale are:

- 1 = has not demonstrated competence in this area
- 2 = is competent in this area; meets the minimum expected performance
- 3 = is consistently strong in this area; this rating represents a sustained performance beyond the minimum expected.
- 4 = is exceptionally strong in this area; this rating is characterized by a sustained performance beyond level 3.

The minimum requirement to be eligible for promotion and/or tenure is that, in each category, a majority of voting Promotion and/or Tenure committee members rate the candidate at or above 2.

In addition, depending upon promotional rank and/or if tenure is requested, the following criteria must be met:

Promotion from Instructor to Assistant Professor: a majority of ratings  $\geq 2$  for each category

Promotion from Assistant Professor to Associate Professor: a majority of ratings  $\geq 3$  in at least one of the following categories: teaching, scholarship, service, or clinical practice

Promotion from Associate Professor to Professor: a majority of ratings  $\geq 3$  in at least two of the following categories: teaching, scholarship, service, or clinical practice; at least one of which must be either teaching or scholarship.

Since tenure is essentially a lifetime commitment by the College, a higher level of attainment is required for Promotion and/or Tenure ([ISUPP# 4020](#)). In addition to meeting the requirements for promotion, an affirmative recommendation will require that the majority of ballots indicate that the candidate has a high likelihood of sustained productivity as a faculty member. Therefore, promotion and tenure recommendations will be voted on separately. In the absence of a majority negative vote or tie in any category for promotion and/or tenure, the candidate will be given an affirmative decision.

## **B. Criteria for Evaluation of Collegiality and Professionalism**

To be eligible for promotion and/or tenure, faculty must be collegial. "Collegiality is defined as interpersonal behaviors that promote a positive and productive work environment and culture that ultimately benefit students, other constituents, as well as their department, college, university, discipline, profession and/or practice site" (AJPE, 2019; 83(4): 7378). Faculty are expected to be intellectually honest, dependable in their ability to meet deadlines and commitments, and exhibit a professional demeanor. Faculty should be respectful of other faculty perspectives and demonstrate a general understanding of the profession of pharmacy. "Collegiality should not be confused with sociability or likability, or service, and disagreements between colleagues do not signify a lack of collegial behavior provided that the communication is constructive and professional."

Opinion on a candidate's collegiality will be assessed through a ballot distributed by FAC to all eligible College faculty prior to the FAC Promotion and/or Tenure meeting ([FAC Promotion and/or Tenure Process Document - Pending](#)). FAC representatives constituting a candidate's promotion and/or tenure committee, the faculty advocate, and the Chair will not receive college-level collegiality ballots.

When operating as a Promotion and/or Tenure sub-committee, FAC will review and discuss all signed ballots and documented examples specific to collegiality. Generally, the promotion and/or tenure committee should consider the number of faculty expressing concerns and the patterns of behavior which demonstrate a lack of collegiality.

The promotion and/or tenure subcommittee will vote on the candidate's collegiality separately but concurrently with casting a ballot for promotion and/or tenure ([FAC Promotion and/or Tenure Process Document - Pending](#)).

## **C. Criteria for Evaluation of Teaching**

a. Teaching Evaluation A fundamental primary responsibility of faculty is to impart the knowledge and skills of their discipline to students. In addition, a teacher must encourage the student to learn and develop independent critical thinking, problem-solving skills, and sound professional judgment.

Teaching refers to the broad area of student-faculty interaction for educational purposes. It may include didactic lectures, laboratory instruction, small group conferences, patient presentations, or individual discussions in the laboratory or practice sites. Teaching activities also include course development.

Faculty must demonstrate command of their course subject matter, continuous growth in the subject field, and the ability to organize and effectively convey material to students. While teaching effectiveness is difficult to define or assess precisely, it is generally recognized that good teaching requires:

b. Effective Communication and Organizational Skills

- i. The ability to stimulate thinking
- ii. Effective interaction with students
- iii. Knowledge relevant to the subject area
- iv. Effective course management
- v. The ability to model professionalism

These five attributes of good teaching will be used in conjunction with the teaching instruction scope and the teaching load's size as criteria to evaluate teaching activity.

Instruction is a highly individual pursuit and will vary with the learning environment. Faculty members are encouraged to be innovative and personalize their instruction techniques. Documentation and assessment of creative endeavors related to instruction is valued.

c. Peer Evaluation: The College is committed to peer evaluation as a critical element of the teaching assessment. Peer evaluation will be explicitly used to evaluate: the evaluation of the candidate's organization, course management, communication skills, and instructional content (e.g., quality, utility, and appropriateness of educational materials such as syllabi, grading instruments, etc.). In addition, candidates with experiential responsibilities will be evaluated in part based on student mentorship and facilitation of student clinical practice opportunities and development.

Additional assessments may include the quality and appropriateness of the grading instruments, educational materials (e.g., handouts), the course management as exemplified by the course syllabi, and the extent to which course materials and objectives are consistent with the overall goals of the curriculum.

Evaluation of instruction may include:

- Formal student evaluations of teaching effectiveness
- Examples of a graduate student, postdoctoral trainee, and/or resident mentorship effectiveness
- Evaluations by attendees at continuing education courses and workshops
- Examples of students, faculty, or practitioner instructional mentorship
- Evaluation, by student members of the Promotion and/or Tenure sub-committee, of materials in the candidate's portfolio that pertain to instruction

d. Student Evaluation: Student assessment of teaching is an important element of the evaluation process and will be used to determine the candidate's ability to:

Effectively interact with students  
Provide intellectual stimulation  
Accomplish the outlined course objectives  
Maintain continuity in course activities and evaluations

**Competence:** Competency in teaching is defined as a majority of scores indicating a two or higher by faculty and student sub-committees.

#### **D. Criteria for Evaluation of Scholarship**

Scholarship is an essential component of the mission of the College. Much of the College at all levels, from local up to international, is dependent on the scholarship of its faculty. Consequently, faculty have a responsibility to generate and disseminate knowledge through scholarship. All faculty, including non-tenure track faculty, must demonstrate, at minimum, competence in the area of scholarship.

For the purposes of promotion and/or tenure, scholarship is defined as those creative endeavors that lead to advances in new information and knowledge. It's understood to be intellectual work communicated and validated by peers. The candidate's scholarship should be consistent with the mission of the University. The definition of scholarship outlined in sections D.i-v of this document apply to all faculty.

Scholarship broadly refers to any of the following four functions. The scholarship of discovery refers to the discovery of new knowledge in the traditional sense of research. The scholarship of integration refers to the association of facts both within and across disciplines. The scholarship of application refers to the utilization of knowledge within the audiences served by the College. The scholarship of teaching assures that the educator's work becomes consequential because it is, understood by others separate from the College.

To demonstrate competence in scholarship, the candidate should be a significant contributor to scholarly projects that result in peer-review publications. The candidate's role in collaborative scholarship activities must be clearly delineated.

Five criteria (not listed in order of significance) are used to evaluate a candidate's competence in the area of scholarship.

- i. Seeking funding to support scholarship: Tenure track or tenured faculty must strive to maintain funding sufficient to support scholarly productivity. Funding is defined as those money that support scholarship obtained from any source independently. Peer-reviewed and invited grant applications are weighted higher than non-peer-reviewed funding sources.
- ii. Obtaining Grant Funding: Successful acquisition and management of funding for scholarly activities. The University should be the recipient of the research funding. Participation as a site investigator in multi-centered clinical trials and Community Engaged Scholarship may be considered here.
- iii. Written dissemination of scholarship: The guiding principle is that excellence in the scholarship should be evaluated and not merely enumerated. The candidate's role in

multi-authored publications should be clearly delineated. As a general rule, reports of original research, patents or scholarship of teaching and practice innovations are weighted more than review articles and book chapters, which in turn, are weighted more heavily than case reports, abstracts and manuals.

- iv. Verbal dissemination of scholarship: Verbal dissemination of the scholarship results occurs through: platform presentations/posters presented at scientific/professional meetings or invited lectures (e.g., presentations to university groups, government agencies, professional and/or industrial organizations that address specific knowledge in a scientific and/or professional area of expertise). Presentations of research findings to students in a didactic curriculum, presentation of results to lay groups, and continuing education should not be considered under "scholarship". Still, they should be considered either "teaching" and/or "service".
- v. Evidence of sustained scholarship: Examples that demonstrate evidence of sustained (recognized) scholarship include but are not limited to: Membership on editorial boards or serving as a reviewer for scientific journals; Membership in study sections for extramural funding agencies; Extramural panel or workshop participation, provided that participation is based on scientific expertise; or consultantships, which include an advisement of governmental agencies, industry or professional groups.

**Competence:** Tenure track faculty must demonstrate competence in all five criteria, whereas non-tenure-track faculty must demonstrate competence in at least 2 of the 5 criteria, one of which must be "Written dissemination of the results of scholarship".

## **E. Criteria for Evaluation of Service**

All faculty are expected to perform service. Three components of service will be evaluated: service to the institution, student service, and professional service.

The following are examples of activities that are considered service; however, other activities may be considered service on a case-by-case basis.

- i. Service to the institution includes: serving and/or Chairing University committees and councils, college and departmental committees, or ad hoc service functions. Serving as Chair and/or Vice-Chair carries more weight than serving as a member on these institutional committees, as does elected appointment(s).
- ii. Student service includes: serving as a student advisor/mentor, serving as a student organization advisor, participation in student-sponsored activities/events, participating in pre-pharmacy for student admission interviews, and/or serving as a graduate faculty representative on dissertation committees.
- iii. Professional service includes: membership or chairmanship of professional organizations, committees, and/or task force service; healthcare system-related service on institutional committees, health-related service to the lay public; other services offered because of the candidate's area of professional expertise or qualifications. External peer review of other faculty applying for promotion and tenure of faculty. Invited review of scholarly activity will be considered separately under scholarship.

**Competence:** A score of 2 or higher in Service requires that the candidate documents competence in two of the major areas (i-iii), one of which must be the service to the institution.

## **F. Criteria for Evaluation of Clinical Practice**

Clinical practice encompasses a wide range of clinical activities. Faculty who have assigned clinical practice responsibilities must document and quantify effort and competence in clinical practice as they align with established [Board of Pharmacy Statutes and Regulations in Alaska](#), [Pharmacy Code and Administrative Rules in Idaho](#), and [Psychologist Prescriptive Authority Statute in Idaho](#). University workload apportionment should be commensurate with clinical practice and related work responsibilities at experiential sites.

The following criteria will be used to evaluate the candidate's effort and competence in clinical practice:

- i. Drug distribution and management activities: Interpretation of medication orders, preparation, and/or dispensing of medications. Designing or implementing pharmacy or other medication-related operating procedures. Maintaining proper records for transactions necessary to conduct the operation, management, or control of a pharmacy. Billing for clinical services.
- ii. Direct patient care activities: Conduction of patient interviews for the purposes of medication management or treating disease, performing physical assessment, and/or ordering diagnostic tests to evaluate the need for and monitoring of medication therapy. Interpretation and/ or generation of medication orders. Administering medications and counselling patients on their safe and effective use and documenting direct patient care activities in an established records system.
- iii. Indirect patient care activities: Conducting chart review as part of consultant services to ensure safe and effective medication therapy and researching and answering specific medication-related questions posed by patients or other healthcare professionals. Seeking funding for clinical services and/or patient care activities. Examples may include but are not limited to: Acquiring funding for residencies or the candidate's faculty position; third-party billing for patient services; funding for clinical services; patient education programs; or special projects or clinics.
- iv. Population management activities: Developing and or implementing pharmacy or other health-related clinical pathways, formulary management, or operating procedures, conducting quality improvement-related assessments, pharmaco-economic or adverse medication analyses and obtaining medications through compassionate-use protocols.
- v. Presentations: Presentations or participation in educational programs with clinical content for health science or healthcare professionals. Activities of this type should be differentiated from research or educational-based presentations. Examples include but are not limited to: the presentation of lectures on clinical topics to health science or healthcare professionals; or participation in expert panels or symposia.
- vi. Certifications: Board certification, continued re-certification, or credentialing by a nationally recognized certification program. Examples may include but are not limited: Certification by the Board of Pharmaceutical Specialties (APhA), the National Association of Boards of

Pharmacy (NABP) Disease-State Credentialing Program and/or the American Society of Consultant Pharmacists (ASCP).

**Competence:** A score of two or higher requires that the candidate demonstrates competence in at least two of the six criteria, and at least one of the criteria must be i.-iv.

## **VII. FAC PROMOTION AND/OR SUB-COMMITTEE VOTING AND RECOMMENDATION TO THE DEAN**

**A. Voting Procedure:** Sub-committee members must be present to cast ballots promotion and/or tenure at the meeting. In absentia, voting is not allowable.

The vote for a candidate's Collegiality, Promotion and/or Tenure will be by anonymous written ballot. Once voting is closed, the FAC administrative assistant will tally the ballots and report the results to the committee. Ballots will be retained for 1-year in a confidential FAC Box folder and then destroyed.

**B. Recommendation Letter:** The findings, recommendations, and rationale of the FAC promotion and/or tenure sub-committee vote will be documented in a letter to the Dean. The letter will include summaries of the College collegiality vote, Departmental peer review, the FAC and student teaching sub-committee reports, and external reviews. In addition, the letter will also include a summary of the FAC sub-committee members' collegiality, promotion and/or tenure votes, including scores for teaching, scholarship, service, and clinical practice (if applicable).

All FAC promotion and/or tenure sub-committee members will be asked to sign the consensus promotion and/or tenure recommendation. Any committee member(s) refusing to sign the consensus recommendation must submit a written, signed minority recommendation to the Dean. The entire FAC promotion and/or tenure sub-committee, however, will have the opportunity to review and respond to any minority opinions submitted to the Dean.

The FAC promotion and/or sub-committee recommendation letter will be sent to the Dean simultaneously with copies to the candidate to allow them the opportunity to provide a rebuttal to the sub-committee recommendations. The candidate has five working days to provide the Dean with a written response to the committee's letter. With the exception of the recommendation letter, no permanent record of the sub-committee vote will be maintained.

**C. Appeal:** The University has an established appeals procedure for full-time faculty members that address denial of promotion and/or tenure ([ISUPP# 4041](#)). Denial of tenure can be grieved only on the grounds that it arose from the violation of [ISUPP# 4020](#) or other applicable policies. The grievance process cannot be used to re-evaluate the merits of a tenure application. If tenure is denied and no policies are found to have been violated, the candidate must request a meeting with the University President within 10 business days of the denial, and the President shall grant a meeting within 30 business days of the request.

## **VIII. AMENDMENTS TO THIS DOCUMENT**

Amendments to the Promotion and/or Tenure Guidelines Document shall be evaluated consistent with the bylaws. Such amendments shall require a simple majority vote of eligible faculty to be adopted.

*Approved By The Faculty, 12-18-87;*  
*Revisions Approved 6-17-97, 1-12-98, 5-15-98, 5-14-99, 5-12-00, 6-6-02, 8-20-04,*  
*3-8-06, 5-9-08, 5-8-09, 8-17-09, 5-7-10, 8-12-11, 5-5-12, 5-27-13, X-X-22*