

**SCHOOL OF PHARMACY SUB-COLLEGE
REAPPOINTMENT, PROMOTION, AND TENURE POLICIES AND
PROCEDURES**

Approved by the School of Pharmacy Faculty January 11, 2021

A. INTRODUCTION

The School's Mission Statement provides the context for RPT criteria.

MISSION: *Advance the practice of pharmacy through an exemplary, learner-centered pharmacy education built upon interprofessional collaboration, patient care, service, and research.*

When a new faculty member is employed, the Department Chair will give the faculty member the most recent Board of Trustees-approved version of the University of New England Faculty Handbook. The Department Chair will meet with the new faculty member to discuss these standards and protocols and specifically advise the new faculty member on the explicit criteria for promotion within the Department. Initial allocation of effort will be documented in the hire letter as detailed in the University Faculty Handbook (UFH). Furthermore, every faculty member will receive a written annual review conducted by the Department Chair according to the defined policies of the UFH. Allocation of effort will be reviewed and re-documented in writing during the annual review process. However, it is ultimately the responsibility of the individual faculty member to be aware of the criteria and standards for promotion.

The School's faculty has a wide range of academic backgrounds and responsibilities and no single list of criteria for advancement could accommodate all. All levels of RPT must, therefore, be flexible within the parameters provided in UFH in its comparison of the performance of an individual faculty member with standards summarized below. Particular criteria will have varying degrees of relevance for different positions within the academic divisions of the School.

B. CLASSIFICATIONS AND RANKS

At the time of hire the School of Pharmacy may hire a faculty member into any rank, tenure or non-tenure, as defined by the University Faculty Handbook.

1. Tenure-track faculty will be evaluated by criteria in teaching, scholarship and service over the course of the review period. Tenure-track faculty must demonstrate excellence in all three areas.

2. Non-tenure teaching or clinical track faculty will primarily be evaluated by their teaching and service. Scholarship is evaluated on this track and effort in

scholarship should be negotiated and documented with the Chair and Dean of the School of Pharmacy in the letter at time of hire as well as during annual reviews. Reappointment and promotion will be based on demonstrated excellence in teaching and service, and productivity in scholarship consistent with percent effort.

3. Non-tenure track research faculty should negotiate their effort in teaching, service, and scholarship with the Chair of their department and Dean of the School of Pharmacy to include any requirements applying to Review and Promotion. Productivity must be demonstrated within the negotiated allocation of effort.

C. CRITERIA FOR EXCELLENCE

The University Faculty Handbook states that the UNE strives for excellence in teaching, service, and scholarship. For the School of Pharmacy, the criteria listed under each of the above responsibilities is the standard for tenure and promotion from Assistant to Associate Rank and serve as the criteria of excellence for the School. There is no difference in the definition of any criteria area between tenure and non-tenure tracks; only the percentage effort allocated towards each criterion.

1. TEACHING

Faculty carry out the educational mission of the School of Pharmacy using a variety of teaching strategies to foster student learning that results in professional knowledge, attitudes, and skills. Teaching is the keystone for review of faculty in academic pharmacy; however, the teaching load is not universal across all faculty members. Evidence through multiple assessments and evaluations will determine excellence in teaching.

Teaching in academic pharmacy comprises activities from three primary areas: 1. Didactic teaching of students (e.g. lectures, learning assessments, small group facilitation, laboratory instruction, continuing education courses, grand rounds, professional development programs); 2. Clinical teaching and mentorship (e.g. teaching in the clinic or hospital including clinical precepting, bedside teaching, bedside simulations); 3. Teaching leadership role (e.g. residency or fellowship director, course or seminar). The process for teaching may include lead 'teacher' role, giving and receiving instructional feedback, staff development, directing educational or scientific research projects, capstone course, research thesis and/or dissertation direction, role modeling, mentoring, interdisciplinary collaboration, staying current in focused area of teaching expertise, participating in continuing education offerings.

a. Credentialing:

Faculty members for whom licensure or certification is required for teaching are expected to maintain currency in their fields. The following examples may be considered as measures of such currency. Candidates should document:

1. Maintenance of unrestricted state licensure

2. Maintenance of all credentials and privileges associated with clinical practice, as appropriate to practicing responsibilities
3. Satisfactory completion of all continuing education requirements associated with level of practice
4. Progress and success in certification and recertification with professional societies, as appropriate to discipline and practice responsibilities

b. Areas for Evaluation of Excellence

1. Evidence of Quality: (e.g., success of teaching) include: all available student evaluations; peer observation/review; course director ratings; peer letters of support; teaching honors and awards.
2. Dimensions of Breadth within assigned teaching responsibilities and negotiated allocation of effort: (e.g., diversity of teaching) might include: different levels or types of learners; different courses; different styles/formats of teaching or evaluation; old versus new curriculum; internal versus external teaching, and teaching innovation.
3. Evidence of Quantity within assigned teaching responsibilities and negotiated allocation of effort: (e.g., amount of teaching) include: number of hours teaching (duration and frequency of lectures); number of years teaching; number of learners and/or groups taught.

c. Teaching Documentation

Please note that this list is only given for guidance and should not be considered as being inclusive nor exclusive.

1. Command of material and effectiveness of teaching, as shown by peer evaluations.
2. Command of material and effectiveness of teaching, as shown by student evaluations (didactic and clerkship).
3. Development of courses, curriculum and instructional methods (to include, but not limited to, innovative non-traditional instructional methodologies such as online learning, other computer based instructional programs, problem-based learning, distance learning, video/film, other media).
4. Honors or awards for teaching accomplishments either internal or external.
5. Citation of student performance on external examinations and/or evaluations.
6. Selection for school-sponsored continuing education programs and special teaching activities inside and outside of the University.
7. Appointment to state, regional, or national bodies concerned with teaching such as accreditation site visit teams.
8. Successful direction of individual student work such as independent studies and special student projects (e.g. student fellowship/research).
9. Presentations at state, regional, national or international meetings related to teaching

10. Citation of teaching load.

2. SERVICE

Service in the School of Pharmacy falls into 2 potential areas: Academic Service and/or Clinical Service. Expected contributions and the percentage time allocated to each area must be routinely evaluated and documented commencing with the initial letter of hire and at each annual performance review by the Department Chair. Excellence in both academic and clinical service is expected as appropriate to each candidate's percent effort of allocation. Excellence within academic service shall be considered in totality of the service across all potential areas (e.g. college, university, community, professional).

a. Academic/Professional Service

Faculty carries out the mission of the School of Pharmacy through service to the College, University, the community and the profession. All faculty (including distance faculty) must demonstrate excellence as evidenced by continuing engagement and investment in meaningful service to students, the Department, the College, the University, and professional/civic organizations.

b. Academic/Professional Service: Areas for evaluation of excellence

1. Academic importance of service roles the faculty member has filled
2. The effectiveness of the faculty member's work in those roles
3. The appropriateness of the service record given the faculty member's career stage
4. Documentation of leadership in service roles

c. Academic/Professional Service: Documentation

Please note that this list is only given for guidance and should not be considered as being inclusive or exclusive

1. Contribution to School, College or University standing committees, including ad hoc advisory groups
2. Advising students
3. Faculty advisor to student organizations
4. Faculty or student mentoring
5. Service to the public as it relates to the candidate's professional expertise.
6. Performance of administrative responsibilities
7. Education to the community at large
8. Community and public health program development

9. Consultation for public programs
10. Serving on boards
11. Initiation and implementation in public policy (health and public health).
12. Developing assessment processes for community program
13. Contributions to professional and learned societies
14. Honors or recognition for service contributions
15. Participates on a clinical agency committee or task force to develop solutions to patient care problems
16. Reviewer or editor for professional journals, reviewer of abstracts for professional meetings
17. Holds, office or actively engages in the activities in local, state, national, regional, international professional academic organizations
18. Attends and actively participates in department, college, and UNE Faculty Assembly meetings
19. Volunteer for student interviews and recruitment

d. Clinical Service

Faculty within the School of Pharmacy may be hired with a percentage of their work effort dedicated to clinical practice. For faculty within the School of Pharmacy, professional service may be equated with the practice of pharmacy or public health.

e. Clinical Service: Areas for evaluation of excellence

1. Faculty engages in clinical care that benefits a health care facility, the community, the college, the University, or the profession
2. The effectiveness of the faculty member's work in clinical roles
3. The appropriateness of the service record given the faculty member's career stage

f. Clinical Service: Documentation

Please note that this list is only given for guidance and should not be considered as being inclusive or exclusive

1. Maintenance of state licensure
2. Board certification and/or specialty credentialing.
3. Satisfactory completion of all continuing-education requirements associated with level of practice
4. Letters from peers, physicians, nurses, health care organization supervisors/ administrators, etc., evaluating the quality of direct patient care or other professional activities provided by the candidate.

5. Evaluation and recognition (honors and awards) of practice proficiency by state, national or international professional organizations including advanced clinical appointments at a practice setting
6. Development or application of innovative pharmacy care programs and activities, including but not limited to innovative drug distribution programs, staff-pharmacist development and/or continuing education programs, patient safety initiatives, drug information dissemination, medical histories and/or counseling programs, postgraduate training programs (residency or fellowship), disease management programs, compounding programs, treatment programs, medication safety initiatives, etc.
7. Adoption by other institutions of clinical/professional programs developed/maintained by the candidate.
8. Documentation of referrals, interventions, or consultations in the candidate's field
9. Development/modification of Patient Care Protocols utilized by health care organizations.
10. Participation in clinical or other health related committees (Pharmacy & Therapeutics, Quality Assurance, etc.) such as attendance of meetings, drug monograph preparation, medication use evaluations, cost-benefit analyses, etc.
11. Grants/contracts paid to the University to provide services to a health care organization (does not include independent consulting outside of the University)
12. Invited presentations or lectures regarding patient care or other service activities.
13. Identification as an expert consultant by agencies outside of the University.
14. Presentation of patient care and other service activities at local, state, regional and national meetings including continuing education presentations
15. Holds office or actively participates in activities in local, state, regional, national and international professional clinical organizations
16. Participation in or presentations to community organizations as a pharmacy representative.
17. Documentation of contribution to the mission and goals of the facility's practice settings.
18. Demonstration of professional advancement or leadership through administrative or managerial duties within a healthcare organization.

3. SCHOLARSHIP

To be considered as scholarship, the candidate's work must be disseminated and must satisfy standards of peer review common in the candidate's discipline. The

School values all of Boyer's categories of scholarship (Discovery, Integration, Application, Teaching).

a. Area for evaluation of excellence

1. **Tenure Track:** The primary criterion is excellence evidenced by documentation of original scholarship (beyond their terminal degree and post-graduate training requirement) that is peer-reviewed and disseminated as appropriate to the percent effort documentation in annual reviews. Candidates who are involved in group scholarship must be able to identify their level of contribution to each work (e.g., equal contributor, scientific section expert/collaborator, consultant, etc.), with at least one such scholarly work involving a substantial contribution (e.g., first/primary author, authorship with supervised student, and/or principal investigator/ corresponding author).
2. **Non-Tenure Track:** The primary criterion is productivity evidenced by the creation of any body of work as appropriate to the percent effort allocation, as an independent researcher or in collaboration with others.

b. Evidence for Scholarly activity

Please note that this list is only given for guidance and should not be considered as being inclusive or exclusive

1. Invited lectures to present scholarly activities at other institutions or organizations.
2. Presentation of scholarly activities at local, state, national & international professional meetings.
3. Publication of scholarly activities in peer reviewed journals appropriate for the discipline.
4. Conducting research (e.g. clinical drug trials, pharmacoepidemiologic studies, pharmaco-economic studies, pharmacokinetic trials, etc.). May include consultation on protocol development, performance of trials, data collection, data analysis, manuscript preparation, and abstract preparation for submission to professional meeting.
5. Development of instructional materials that have been adopted by other institutions.
6. Receipt of grants to support research efforts or innovative teaching activities, including funding for fellows, students, and other personnel.
7. Honors and awards for scholarly efforts.
8. Performance as a consultant in the candidate's field of research.
9. Recognition as evidenced by election to national offices, committee activities, and/or editorial work for professional journal/textbooks etc.

10. Development of an extramurally funded research program
11. Supervising scholarly activity of students, residents, or research associates in clinical or laboratory settings

D. STANDARDS FOR THIRD-YEAR REVIEW:

a. Tenure Track

Tenure track Assistant Professors standing for reappointment in the third year should have shown sufficient progress in teaching, scholarship and service commensurate with the goals of excellence defined above and indicating sufficient potential that there is a reasonable assurance that the standards for tenure and promotion will be met in the sixth- year review. Third year review procedures are outlined in the UFH.

b. Non-Tenure Tracks

1. Teaching and Clinical Tracks

Non-tenure track Assistant Clinical Professors/Assistant Teaching Professors standing for reappointment in the third year should have shown sufficient progress in teaching, service, and scholarship commensurate with the goals defined above and indicating sufficient potential that there is a reasonable assurance that the standards for promotion will be met in the sixth-year review. Third year review procedures are outlined in the UFH.

2. Research Track

Non-tenure track Assistant Professors standing for reappointment in the third year should have shown sufficient progress in scholarship and other negotiated activities commensurate with the goals of excellence defined above and indicating sufficient potential that there is a reasonable assurance that the standards for promotion will be met in the sixth-year review. Third year review procedures are outlined in the UFH.

E. STANDARDS FOR PROMOTION TO “ASSOCIATE PROFESSOR” RANK:

a. Tenure Track

Promotion to Associate Professor will require demonstration of excellence in Teaching, Service, and Scholarly activities. On the occasion that a candidate seeking tenure has already achieved the rank of associate professor, the candidate will be evaluated against the standards for tenure.

b. Non-Tenure Tracks

1. Teaching and Clinical Tracks

Promotion to Associate Clinical Professor/Associate Teaching Professor will require demonstration of excellence in teaching and service, and productivity in scholarship consistent with percent effort.

2. Research Track

Promotion to Research Associate Professor will require demonstration of excellence in scholarship and other negotiated activities.

F. STANDARDS FOR PROMOTION TO “PROFESSOR” RANK:

Prior to compiling their portfolio, candidates seeking promotion to full professor are encouraged to first consult with their department chair and/or Dean on whether their application is likely to be successful.

a. Tenure Track

Promotion to Professor will require demonstration of continuing excellence in teaching, service, and scholarly activities. Furthermore, when considering promotions to Professor, the Committee(s) will seek evidence of recognition outside the University, scholarship of national and/or international significance, contributions to shaping a field or discipline, meaningful service to the University and profession, and leadership in teaching and service. On the rare occasion that a candidate seeking tenure has already achieved the rank of full professor, the candidate will be evaluated against the standards for tenure.

b. Non-Tenure Tracks

1. Teaching and Clinical Tracks

Promotion to Clinical Professor/Teaching Professor will require demonstration of continuing excellence in teaching and service, and productivity in scholarship consistent with percent effort. Furthermore, when considering promotions to Teaching Professor or Clinical Professor, the Committee(s) will seek evidence of recognition outside the University, contributions to shaping a field or discipline, meaningful service to the University and profession, and leadership in teaching and service.

2. Research Track

Promotion to Research Professor will require demonstration of continuing excellence in scholarly and other negotiated activities. Furthermore, when considering promotions to Research Professor, the Committee(s) will seek evidence of recognition outside the University, contributions to shaping a field or discipline, and meaningful contributions in other negotiated activities.

G. STANDARDS FOR REAPPOINTMENT TO “ASSOCIATE PROFESSOR OR

PROFESSOR” RANK on the NON-TENURE TRACK:

This section describes when a faculty member at the associate professor or professor rank selects to undergo a reappointment review rather than a promotion review.

Reappointment to associate professor or professor on the non-tenure track will require demonstration of continued excellence in teaching and service, and productivity in scholarship consistent with percent effort. Reappointments will be reviewed every six years as defined in the UFH. Furthermore, the candidate shall provide an updated curriculum vita, documentation of teaching and service, written formal evaluations of teaching from students including both ratings and comments, peer evaluations of teaching, documentation showing the candidate’s contribution in service (university, state or national level), annual evaluations by chair, and a self-evaluative statement which includes a reflection and response to teaching evaluations and goals/accomplishments from the previous appointment period.

H. SCHOOL SPECIFIC CONSIDERATIONS

The School of Pharmacy follows the criteria and guidelines in the UNE Faculty Handbook for peer review of tenure-track and non-tenure track faculty. The process is defined in the UFH Evaluation Procedures.

a. Departmental (sub-college) RPT Committee

The School of Pharmacy will have a sub-college committee of at least five faculty members at the associate professor or non-tenure track associate professor ranks or above who have undergone third-year RPT review at UNE or are tenured.

Appointments will typically be for two-year terms and should be staggered. Three members for a 5-person sub-college committee will be recommended by vote of the full-time School of Pharmacy faculty, with a member voted from each Department. The remaining members will be appointed by the Dean of the School of Pharmacy. At least two faculty on the committee will be from the Department of Pharmacy Practice and two from the Department of Pharmaceutical Sciences and Administration. One member should hold the same terminal degree as the candidate under consideration. If a candidate is going up for full professor, a full professor from within or outside the School of Pharmacy should serve on the committee. Both tenure and non-tenure track faculty may serve on this committee, and all members will discuss and vote upon all dossiers. Elections for the sub-college RPT will take place in March. If the School of Pharmacy does not have enough qualified faculty to serve on the sub-college RPT committee, then the process described in the UFH Evaluation Procedures applies. The chair of the sub-college committee will be elected by the committee members, and should have served on the committee in a previous year.

b. Subsequent Levels of Review

As described in the UFH, independent levels of RPT review are conducted sequentially at higher levels within UNE. The first level of review is conducted by an interdepartmental committee of School of Pharmacy faculty. The second level of RPT evaluation will be completed by the Dean of the School of Pharmacy in consultation with the candidate's chair/director. The third level of review is then completed by the Westbrook College of Health Professions (WCHP) RPT Committee, and the fourth level by the Dean of WCHP.

c. External Review Process

The external review process defined in this section applies to tenure-track and non-tenure track faculty who are undergoing review for promotion and/or tenure. The candidate will be asked for a list of six individuals at or above the rank and track (Table 1) to which they are being considered for promotion. No more than two of these referees can be from the same institution and none of these referees should be members of the same academic unit as the candidate. The candidate and department chair will submit lists of individuals to the Dean of the School of Pharmacy who will then select at least two of the names put forward by the candidate and supplement this list with at least two additional names. The referees should be in the same scientific discipline as the candidate and, if not from a comparable "peer" institution, have an understanding of our institutional philosophy. A package consisting of scholarly works (e.g., refereed publications), student and peer teaching evaluations, the candidate's curriculum vitae, and a summary of research, teaching and service activity, is sent to external referees for peer evaluation. External evaluators comments should reflect all aspects of the candidate's teaching, service and scholarship commensurate with the candidate's assigned percent effort in each of these areas.

(Table 1)

Faculty track for review	Qualification of external reviewers when considering promotion from Assistant Professor to Associate Professor	Qualification of external reviewers when considering promotion from Associate Professor to Professor
Tenure	Associate Professor or Professor with Tenure	Professor with Tenure
Non-tenure	Associate Professor or Professor with or without tenure	Professor with or without tenure

The candidate will provide his/her chair with a compilation of his/her portfolio to be sent out to external reviewers no later than July 1. The candidate's portfolio is then sent to these selected reviewers for peer evaluation of scholarship. Letters from external reviewers will be due to the Office of the Dean of the School of Pharmacy by

August 15 and be inserted into the candidate's portfolio by September 1. All letters returned from external reviewers must be included in the candidate's portfolio. The portfolio should include the letter of solicitation sent to external reviewers.