Appointments, Promotion, and Tenure Criteria and Procedures for The Ohio State University College of Pharmacy

Approved by the Faculty: November 7, 2025

Approved by the Office of Academic Affairs: November 13, 2025

Table of Contents

I. PREAMBLE 4

II. COLLEGE OF PHARMACY MISSION 4

III. DEFINITIONS 4

A. Faculty Appointment Types 4
1. Tenure-track Faculty 4
2. Clinical/Teaching Faculty 5
3. Research Faculty 5
4. Associated Faculty 5
B. Committee of the Eligible Faculty 6
1. Tenure-track Faculty 6
2. Clinical/Teaching Faculty 7
3. Research Faculty 7
4. Associated Faculty 8
5. Conflict of Interest 9
6. Minimum Composition 9
C. Appointments, Promotion and Tenure Committee 9
D. Quorum 10
E. Recommendation from the Committee of Eligible Faculty 10
1. Appointment 10
2. Reappointment, Promotion and Tenure, and Promotion 10

IV. APPOINTMENTS 11

A. Criteria 11
1. Tenure-track Faculty 11
2. Clinical/Teaching Faculty 13
3. Research Faculty 13
4. Associated Faculty 14
5. Emeritus Faculty 15
6. Courtesy Appointments for Faculty 16
B. Procedures 16
1. Tenure-track Faculty 16
2. Clinical/Teaching Faculty 18
3. Research Faculty 18
4. Transfer from the Tenure Track 18
5. Associated Faculty 19
6. Courtesy Appointments for Faculty 19

V. ANNUAL PERFORMANCE AND MERIT REVIEW 20

A. Documentation 21
B. Probationary Tenure-track Faculty 21
1. Fourth-Year Review 21
2. Extension of the Tenure Clock 22
C. Tenured Faculty 22
D. Clinical/Teaching Faculty 23
E. Research Faculty 23
F. Associated Faculty 23
G. Salary Recommendations 24

VI. PROMOTION AND TENURE AND PROMOTION REVIEWS 24

A. Criteria and Evidence that Support Promotion 25
1. Promotion to Associate Professor with Tenure 25
2. Promotion to Professor 28
3. Clinical/Teaching Faculty 32
4. Research Faculty 40
5. Associated Faculty 42
B. Procedures 43
1. Tenure-Track, Clinical/Teaching, and Research Faculty 43
2. Procedures for Associated Faculty 50
3. External Evaluations 50

VII. PROMOTION AND TENURE AND REAPPOINTMENT APPEALS 52

VIII. SEVENTH-YEAR REVIEWS 52

IX. PROCEDURES FOR STUDENT AND PEER EVALUATION OF TEACHING 52

A. Student Evaluation of Teaching 52
B. Peer Evaluation of Teaching 53

I. Preamble

This document is a supplement to Chapters 6 and 7 of the Rules of the University Faculty; the annually updated procedural guidelines for promotion and tenure reviews in Chapter 3 of the Office of Academic Affairs *Policies and Procedures Handbook*; and other policies and procedures of the college and university to which the College of Pharmacy and its faculty are subject.

Should those rules and policies change, the College of Pharmacy will follow the new rules and policies until such time as it can update this document to reflect the changes. In addition, this document must be reviewed, and either reaffirmed or revised, at least every four years on the appointment or reappointment of the dean.

This document must be approved by the dean of the College of Pharmacy and the Office of Academic Affairs before it may be implemented. It sets forth the College of Pharmacy's mission and, in the context of that mission and the mission of the university, its criteria and procedures for faculty appointments and for faculty promotion, tenure and rewards, including salary increases. In approving this document, the dean and the Office of Academic Affairs accept the mission and criteria of the College of Pharmacy and delegate to it the responsibility to apply high standards in evaluating current faculty and faculty candidates in relation to the College of Pharmacy mission and criteria.

The faculty and the administration are bound by the principles articulated in Faculty Rule 3335-6-01 of the Administrative Code. In particular, all faculty members accept the responsibility to participate fully and knowledgeably in review processes; to exercise the standards established in Faculty Rule 3335-6-02 and other standards specific to the College of Pharmacy; and to make negative recommendations when these are warranted in order to maintain and improve the quality of the faculty.

Decisions considering appointment, reappointment, and promotion and tenure will be free of discrimination in accordance with the university's policy on equal employment opportunity.

II. College of Pharmacy Mission

The Ohio State University College of Pharmacy drives transformative education, research, practice, and community engagement, empowering innovators to advance health for all.

III. Definitions

A. Faculty Appointment Types

1 Tenure Track Faculty

- **Instructors, Assistant Professors, Associate Professors, and Professors** contribute to the tripartite mission of the university in teaching, research, and service. They lead student experiences at the undergraduate, professional and graduate level, they maintain active research/creative activities portfolios including the mentorship of students in that space, and they contribute to the mission of service through contributions of academic shared governance and professional organizations. These faculty have established their credentials through the completion of a terminal degree.

2 Clinical/Teaching Faculty

- **Clinical Instructors, Assistant Clinical Professors, Associate Clinical Professors, and Clinical Professors** focus primarily on clinically focused teaching and practice and contribute to the education, practice, outreach and scholarship missions of the college. These faculty have established their credentials through an earned doctorate or an appropriate terminal degree and the required licensure/certification in his/her/their specialty (if applicable). Clinical faculty members are expected to participate in classroom and practice-based teaching and to engage in and provide leadership in clinical practice. In some cases, clinical practice is replaced by outreach to the community or the profession at the local, state, or national level. As full-time faculty, these individuals are also expected to contribute, at a lower proportion of their time than their teaching responsibilities, to either service and administration or scholarship.

- **Teaching Instructors, Assistant Teaching Professors, Associate Teaching Professors, and Teaching Professors** predominantly contribute to the educational mission of the university through teaching and management of student experiences in the undergraduate and professional curricula. These faculty have established their credentials through a terminal degree or a master's degree in the field with professional experience and expertise over a sustained period of time to be qualified to teach or manage pedagogical activities of degree programs they are hired to support. As full-time faculty, these individuals may also be expected to contribute, at a lower proportion of their time than their teaching responsibilities, to service and/or administrative activities, and scholarship.

3 Research Faculty

- **Research Assistant Professors, Research Associate Professors, and Research Professors** predominantly contribute to the research mission of the university through their supervision of externally funded research. These faculty have established their credentials through a combination of the following: a terminal degree and expertise, achievements, and reputation over a sustained period of time to be scholars and researchers. As full-time faculty, these individuals may contribute, at a lower proportion of their time than their research responsibilities, to undergraduate and graduate student mentoring in scholarship settings.

4 Associated Faculty

- **Adjunct Instructors, Adjunct Assistant Professors, Adjunct Associate Professors, and Adjunct Professors** have credentials comparable to tenure-track, clinical/teaching, or research faculty of equivalent rank. These faculty may be either non-university employees or university employees compensated on a noninstructional budget. Adjunct faculty provide significant service to the instructional and/or research programs of the university and need a faculty title to perform that service. Significant service would include teaching the equivalent of one or more courses, advising graduate students and serving on graduate committees, precepting our pharmacy students, and serving as a co-investigator on a research project.

- **Assistant Professors, Associate Professors, Professors with FTE below 50%** are tenure-track faculty who contribute to the tripartite mission of the university in teaching, research, and service but who have reduced their FTE to less than 50%. See Tenure-track faculty above for a description of expected contributions and credentials.

- **Clinical Instructors of Practice, Clinical Assistant Professors of Practice, Clinical Associate Professors of Practice, and Clinical Professors of Practice** have credentials comparable to clinical faculty of equivalent rank and who either provide significant, uncompensated service for which a faculty title is needed, or compensated service to the clinical instructional programs in the college. These faculty have a primary responsibility for teaching but may contribute to the clinical practice, outreach, service, and scholarship missions of the college, depending on their individual appointments and the needs of the college.

- **Lecturers and Senior Lecturers** almost exclusively contribute to the educational mission of the university through teaching and management of student experiences in curricular offerings in the college. These faculty have established their credentials through a combination of the following: a terminal degree or a master's degree in the field to be qualified to teach or manage pedagogical activities of degree programs they are hired to support. These faculty can either be full-time, part-time, or term appointment. They may also be expected to contribute, at a lower proportion of their time than their teaching responsibilities, to service and/or administrative activities.

- **Visiting Assistant Professors, Visiting Associate Professors, and Visiting Professors** have credentials comparable to tenure-track, clinical/teaching, or research faculty of equivalent rank who spend a limited period of time on formal appointment and in residence at this institution for purposes of participating in the instructional and research programs of the university. A visiting appointment cannot exceed three continuous academic years of service.

B. Committee of the Eligible Faculty

The eligible faculty for all appointment (hiring), reappointment, promotion, or promotion and tenure reviews must have their tenure home or primary appointment in the College of Pharmacy.

The dean and assistant and associate deans of the college, the executive vice president and provost, and the president may not participate as eligible faculty members in reviews for appointment, reappointment, promotion, or promotion and tenure.

1. Tenure-track Faculty

Initial Appointment Reviews

- **Appointment Review**. For an appointment (hiring) review of an assistant professor, associate professor, or professor, the eligible faculty consists of all tenure-track faculty in the division.

- **Rank Review.** A vote on the appropriateness of the proposed rank (other than assistant professor level) must be cast by all tenured faculty of equal or higher rank than the position requested in the college.

Reappointment, Promotion, or Promotion and Tenure Reviews

- For the reappointment of probationary faculty and the promotion and tenure reviews of assistant professors, the eligible faculty consists of all tenured associate professors and professors in the college.

- For the promotion and/or tenure reviews of associate professors, the eligible faculty consists of all tenured professors in the college.

2. Clinical/Teaching Faculty

Initial Appointment Reviews

- **Appointment Review.** For an appointment (hiring or appointment change from another faculty type) review of an assistant clinical/teaching professor, an associate clinical/teaching professor, or a clinical/teaching professor, the eligible faculty consists of all tenure-track faculty, all clinical/teaching faculty, and all research faculty in the division.

- **Rank Review.** A vote on the appropriateness of the proposed rank (other than assistant clinical/teaching professor) must be cast by all tenured faculty of equal or higher rank than the position requested, and all non-probationary clinical/teaching faculty of equal or higher rank than the position requested in the college.

Reappointment and Promotion Reviews

- For the reappointment of assistant clinical/teaching professors, the eligible faculty consists of all tenured associate professors and professors, and all non-probationary associate clinical/teaching professors and clinical/teaching professors in the division. Additional tenured associate professors and professors, and non-probationary associate clinical/teaching professors and clinical/teaching professors from other divisions may be added to the eligible faculty at the discretion of the dean.

- For the promotion reviews of assistant clinical/teaching professors, the eligible faculty consists of all tenured associate professors and professors, and all non-probationary associate clinical/teaching professors and clinical/teaching professors in the college.

- For the reappointment of associate clinical/teaching professors, the eligible faculty consists of all tenured professors and all non-probationary clinical/teaching professors in the division.

- For the promotion reviews of associate clinical/teaching professors, the eligible faculty consists of all tenured professors and all non-probationary clinical/teaching professors in the college.

- The reappointment reviews of clinical/teaching professors are performed by the dean.

3. Research Faculty

Initial Appointment Reviews

- **Appointment Review.** For an appointment (hiring or appointment change from another faculty type) review of a research assistant professor, research associate professor, or research professor, the eligible faculty consists of all tenure-track, research, and clinical/teaching faculty in the division. Additional tenure-track, research, and clinical/teaching faculty from other divisions may be added to the eligible faculty at the discretion of the dean.

- **Rank Review.** A vote on the appropriateness of the proposed rank (other than research assistant professor) must be cast by all tenured faculty of equal or higher rank than the

position requested and all non-probationary research faculty of equal or higher rank than the position requested in the college.

Reappointment and Promotion Reviews

- For the reappointment reviews of research assistant professors, the eligible faculty consists of all tenured associate professors and professors and all non-probationary research associate professors and professors in the division.

- For the promotion reviews of research assistant professors, the eligible faculty consists of all tenured associate professors and professors and all non-probationary research associate professors and professors in the college.

- For the reappointment reviews of research associate professors and research professors, the eligible faculty consists of all tenured professors and all non-probationary research professors in the division.

- For the promotion reviews of research associate professors, the eligible faculty consists of all tenured professors and all non-probationary research professors in the college.

4. Associated Faculty

Initial Appointment and Reappointment

- Initial appointments (hiring or appointment change from another faculty type) of associated faculty, other than those to be appointed at senior rank, are based on search committee recommendations to the dean and do not require a faculty vote.

- Initial appointments at senior rank require a vote by the eligible faculty (all non-probationary clinical/teaching faculty and tenured faculty of equal or higher rank than the position requested) and prior approval of the Office of Academic Affairs.

- Reappointments of associated faculty do not require a faculty vote and are decided in consultation with the Senior Associate Dean for Academic Affairs and Educational Innovation. The dean's decision is final.

Promotion Reviews

- Associated faculty are eligible for promotion but not tenure if they have adjunct titles, tenure-track titles with service at 49% FTE or below, clinical practice titles, and lecturer titles.

  For the promotion reviews of associated faculty with adjunct titles, the eligible faculty shall be the same as for tenure-track, clinical, or research faculty, as appropriate to the appointment, as described in Sections III.A.1-3 above.

  For the promotion reviews of associated faculty with tenure-track titles, the eligible faculty shall be the same as for tenure-track faculty as described in Section III.A.1.

  For the promotion reviews of associated clinical faculty, the eligible faculty shall be the same as for clinical/teaching faculty as described in Section III.A.2 above.

The promotion of a lecturer to senior lecturer is decided by the dean in consultation with the Senior Associate Dean for Academic Affairs and Educational Innovation, the Associate Dean for Faculty Success and the faculty member's Division Chair.

5. Conflict of Interest

Search Committee Conflict of Interest

A member of a search committee must disclose to the committee and refrain from participation in any of the interviews, meetings, or votes that comprise the search process if the member:

- decides to apply for the position;
- is related to or has a close interpersonal relationship with a candidate;
- has substantive financial ties with the candidate;
- is dependent in some way on the candidate's services;
- has a close professional relationship with the candidate (e.g., dissertation advisor); or
- has collaborated extensively with the candidate or is currently collaborating with the candidate.

Eligible Faculty Conflict of Interest

A member of the eligible faculty has a conflict of interest when he/she/they are or have been to the candidate:

- a thesis, dissertation, or postdoctoral advisee/advisor;
- a co-author on more than 50% of the candidate's publications since appointment or last promotion, including pending publications and submissions;
- a collaborator on more than 25% of projects since appointment or last promotion, including current and planned collaborations;
- in a consulting/financial arrangement with the candidate since appointment or last promotion, including receiving compensation of any type (e.g., money, goods, or services) or is dependent in some way on the candidate's services; or
- in a family relationship such as a spouse, child, sibling, or parent, or other relationship, such as a close personal friendship, that might affect one's judgment or be seen as doing so by a reasonable person familiar with the relationship.

Such faculty members will not be allowed to participate in the discussion or vote on personnel matters related to that candidate.

6. Minimum Composition

In the event that the College of Pharmacy does not have at least three eligible faculty members who can undertake a review, the dean will appoint a faculty member from another college.

C. Appointments, Promotion and Tenure Committee

The College of Pharmacy has an Appointments, Promotion and Tenure (APT) Committee that reviews the promotion, tenure and reappointment or renewal of college faculty and provides an evaluative written assessment to the dean. The Committee's assessment is advisory to the dean. The

committee consists of at least one faculty member per division at the rank of professor or associate professor. The committee's chair and membership are appointed by the dean. The term of service is three years, with reappointment possible.

When considering cases involving clinical/teaching faculty, the Appointments, Promotion and Tenure Committee may be augmented by one non-probationary clinical/teaching faculty member at the rank of associate professor or professor, as appropriate to the case.

D. Quorum

The quorum required to discuss and vote on all personnel decisions is two-thirds (67%) of the eligible faculty not on an approved leave of absence. Faculty on approved leave are not considered for quorum unless they declare to the dean and the Appointments, Promotion and Tenure Committee Chair, in advance and in writing, their intent to participate in all proceedings for which they are eligible during the leave. A member of the eligible faculty on Special Assignment may be excluded from the count for the purposes of determining quorum only if the dean has approved an off-campus assignment. Eligible faculty unable to attend in person may participate via telephone, video conference, or other College of Pharmacy supported technology. Faculty members who recuse themselves because of a conflict of interest are not counted when determining quorum.

E. Recommendation from the Committee of Eligible Faculty

In all votes taken on personnel matters only "yes" and "no" votes are counted. Abstentions are not votes. Faculty members are strongly encouraged to participate fully in the review process and to avoid abstentions under most circumstances.

Voting takes place via confidential electronic ballot. Absentee ballots and proxy votes are not permitted.

1. Appointment

- A positive recommendation from the eligible faculty for appointment is secured when two-thirds of the votes cast are positive.

- In the case of a joint appointment, the College of Pharmacy must seek input from a candidate's joint-appointment TIU prior to his/her/their appointment.

2. Reappointment, Promotion and Tenure, and Promotion

- A positive recommendation from the Committee of Eligible Faculty for reappointment, promotion and tenure, and promotion is secured when two-thirds of the votes cast are positive.

- In the case of a joint appointment, the College of Pharmacy must seek input from a candidate's joint-appointment TIU prior to his/her/their reappointment, promotion, and/or tenure.

IV. Appointments

A. Criteria

The College of Pharmacy is committed to making only faculty appointments that enhance or have strong potential to enhance the quality of the college. Important considerations include the individual's record to date in teaching, scholarship and service; the potential for professional growth in each of these areas; and the potential for interacting with colleagues and students in a way that will enhance their academic work and attract other outstanding faculty and students to the College of Pharmacy. No offer will be extended if the search process does not yield one or more candidates who would enhance the quality of the college. The search is either cancelled or continued, as appropriate to the circumstances.

The appointment of all compensated tenure-track, clinical/teaching, research, and associated faculty, irrespective of rank, must be based on a formal search process following the SHIFT Framework for faculty recruitment, as stipulated in the college guideline Appointments, Promotion, and Tenure document, Section IV.B.

All faculty positions must be posted in Workday, the university's system of record for faculty and staff. Formal interviews are required for all positions. Appropriate disposition codes for applicants not selected for a position must be entered in Workday to enable the university to explain why a candidate was not selected and what stage they progressed to before being removed.

1. Tenure-track Faculty

Tenure-track faculty may serve as a Category M graduate faculty and may serve on doctoral examination and dissertation committees at the discretion of the Research and Graduate Studies Committee. Tenure-track faculty may be granted Category P status with approval of the Research and Graduate Studies Committee and the Graduate School.

The College of Pharmacy follows the procedures for appointments and reappointments set forth in the Faculty Annual Review and Reappointment Policy, III, A-G.

Instructor. Appointment at the rank of instructor is made only when the offered appointment is that of assistant professor, but requirements for the terminal degree have not been completed by the candidate at the time of appointment. Procedures for appointment are identical to those for an assistant professor. The College of Pharmacy will make every effort to avoid such appointments. An appointment at the instructor level is limited to three years. Promotion to assistant professor occurs without review the semester following completion of the required credentialing. An instructor must be approved for promotion to assistant professor by the end of the third year, or the appointment will not be renewed and the third year is the terminal year of employment.

Upon promotion to assistant professor, the faculty member may request prior service credit for time spent as an instructor. This request must be approved by the College of Pharmacy's Committee of Eligible Faculty, the dean, and the Office of Academic Affairs. Faculty members should carefully consider whether prior service credit is

appropriate since prior service credit cannot be revoked once granted except through an approved request to exclude time from the probationary period. In addition, all probationary faculty members have the option to be considered for early promotion.

Assistant Professor. An earned doctorate or an appropriate terminal degree is the minimum requirement for appointment at the rank of assistant professor. Evidence of potential for scholarly productivity, high-quality teaching, and high-quality service to the college and the profession is highly desirable. The candidate should demonstrate, either in the dissertation or in published material, the potential for significant scholarly contributions in their field and should demonstrate potential or ability as an effective teacher. Evidence for potential for scholarly productivity includes peer-reviewed publications as first- or co-author, funding for training and research through internal or external awards, and regional and/or national presentations of research. Evidence for potential for effective teaching includes faculty evaluation of interview presentation(s), interviews with senior faculty, and prior student evaluations of teaching (if available). Participation in professional associations at state and national levels and/or membership in regional and national research or special interest networks are evidence of an understanding of service to the college, university and profession. Appointment at the rank of assistant professor is always probationary, with mandatory tenure review occurring in the sixth year of service as an assistant professor. For individuals not recommended for promotion and tenure after the mandatory review, the seventh year will be the final year of employment.

Review for tenure prior to the mandatory review year is possible when the Appointments, Promotion and Tenure Committee (APT Committee) determines such a review to be appropriate. The granting of prior service credit, which requires approval of the Office of Academic Affairs, may reduce the length of the probationary period, but is strongly discouraged as it cannot be revoked once granted except through an approved request to exclude time from the probationary period.

Associate Professor and Professor. Appointment offers at the rank of Associate Professor with or without tenure, Professor with tenure, and offers of prior service credit require prior approval of the Office of Academic Affairs.

Appointment at the rank of associate professor normally entails tenure. A probationary appointment at the rank of associate professor is appropriate only under unusual circumstances, such as when the candidate has limited prior teaching experience or has taught only in a foreign country. A probationary period of up to four years is possible, on approval of the Office of Academic Affairs, with review for tenure occurring in the final year of the probationary appointment. If tenure is not granted, an additional (terminal) year of employment is offered.

Appointments at the rank of professor without tenure are not possible.

Offers to foreign nationals require prior consultation with the Office of International Affairs.

2. Clinical/Teaching Faculty

Except for those appointed at the rank of instructor, for whom a contract is limited to three years, the initial contract for all other clinical/teaching faculty members must be for a period of five years. The initial contract is probationary, with reappointment considered annually. Second and subsequent contracts for assistant and associate clinical/teaching professors must be for a period of at least three years and for no more than five years. Second and subsequent contracts for clinical/teaching professors must be for a period of at least three years and no more than eight years. Tenure is not granted to clinical/teaching faculty. There is also no presumption that subsequent contracts will be offered, regardless of performance.

Clinical/teaching faculty may serve as Category M graduate faculty and may serve on doctoral examination and dissertation committees at the discretion of the Research and Graduate Studies Committee.

The College of Pharmacy follows the procedures for appointments and reappointments set forth in the Faculty Annual Review and Reappointment Policy, III, A-G.

Clinical/Teaching Instructor. Appointment is normally made at the rank of clinical/teaching instructor when the appointee has not completed the requirements for the terminal degree. The college will make every effort to avoid such appointments. As noted above, an appointment at the instructor level is limited to a three-year contract. In such cases, if the instructor has not completed requirements for promotion to the rank of assistant professor by the end of the penultimate year of the three-year contract period, a new contract will not be considered even if performance is otherwise adequate and the position itself will continue.

Assistant Clinical/Teaching Professor. An earned doctorate or appropriate terminal degree and the required licensure/certification in his/her/their specialty (if applicable) are the minimum requirements for appointment at the rank of assistant clinical/teaching professor. Evidence of ability to perform effectively in teaching, scholarship, practice or outreach, and service is expected.

Associate Clinical/Teaching Professor and Clinical/Teaching Professor. Appointment at the rank of associate clinical/teaching professor or clinical/teaching professor requires prior approval of the Office of Academic Affairs. Individuals appointed at these ranks must have an earned doctorate or appropriate terminal degree and the required licensure/certification in his/her/their specialty (if applicable), and meet, at a minimum, the College of Pharmacy's criteria—in teaching, professional practice or outreach, service, and scholarship—for promotion to these ranks.

3. Research Faculty

Appointment of research faculty entails one- to five-year appointments. The initial appointment is probationary, with reappointment considered annually. Subsequent reappointment (one-to-five-year terms) will be considered in the penultimate year by the Committee of Eligible Faculty. Tenure is not granted to research faculty. There is

also no presumption that subsequent appointments will be offered, regardless of performance. For more information, see Faculty Rule 3335-7.

Criteria for appointment of research faculty are similar to those of tenure-track faculty, with the emphasis on research and scholarship. External appointees at the research associate professor or research professor level requires prior approval of the Office of Academic Affairs. External appointees will demonstrate the same accomplishments in research and scholarship as persons promoted within the College of Pharmacy.

Research faculty may serve as a Category M graduate faculty and may serve on doctoral examination and dissertation committees at the discretion of the Research and Graduate Studies Committee. Research faculty may be granted Category P status with approval of the Research and Graduate Studies Committee and the Graduate School.

Research Assistant Professor. Appointment at the rank of research assistant professor requires that the individual have a doctorate or an appropriate terminal degree and a record of high-quality publications that strongly indicate the ability to sustain an independent, externally funded research program.

Research Associate Professor and Research Professor. Appointment at the rank of research associate professor or research professor requires that the individual have a doctorate or an appropriate terminal degree and meet, at a minimum, the College of Pharmacy's criteria for promotion to these ranks.

4. Associated Faculty

Associated faculty appointments may be as short as a few weeks to assist with a focused project, a semester to teach one or more courses, or for up to three years when a longer contract is useful for long-term planning and retention. Associated faculty may be reappointed.

Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor. Adjunct titles are used to confer faculty status on individuals who have credentials comparable to tenure-track, clinical/teaching, or research faculty of equivalent rank. Adjunct appointments may be compensated or uncompensated. Adjunct faculty appointments are given to individuals who give academic service to the college, such as teaching a course, precepting our pharmacy students, or serving on graduate student committees, for which a faculty title is appropriate. The adjunct faculty rank is determined by applying the criteria for appointment of tenure-track, clinical/teaching, or research faculty, as appropriate to the appointment. Adjunct faculty members are eligible for promotion (but not tenure) and the relevant criteria are those for promotion of tenure-track, clinical/teaching, or research faculty, as appropriate to the appointment.

Assistant Professor, Associate Professor, Professor with FTE below 50%. An earned terminal degree is the minimum requirement for appointment of tenure-track titles at 49% FTE or below. Appointment at tenure-track titles is for individuals at 49% FTE or below, either compensated (1 – 49% FTE) or

uncompensated (0% FTE). The rank of associated faculty with tenure-track titles is determined by applying the criteria for appointment of tenure-track faculty. Associated faculty members with tenure-track titles are eligible for promotion (but not tenure) and the relevant criteria are those for promotion of tenure-track faculty.

Clinical Instructor of Practice, Clinical Assistant Professor of Practice, Clinical Associate Professor of Practice, Clinical Professor of Practice An earned doctorate or appropriate terminal degree and the required licensure/certification in his/her/their specialty (if applicable) are the minimum requirements for appointment at the rank of associated clinical practice faculty. Associated clinical practice appointments may either be compensated or uncompensated. Uncompensated appointments are given to individuals who volunteer uncompensated academic service to the college, for which a faculty title is appropriate. Associated clinical practice rank is determined by applying the criteria for appointment of clinical faculty. Associated clinical practice faculty members are eligible for promotion (but not tenure) and the relevant criteria are those for promotion of clinical faculty.

Lecturer. Appointment as lecturer requires that the individual have, at a minimum, a Master's degree in a field appropriate to the subject matter to be taught. Evidence of ability to provide high-quality instruction is desirable. Lecturers are not eligible for tenure but may be promoted to senior lecturer if they meet the criteria for appointment at that rank. The initial appointment for a lecturer cannot exceed one year. Second and subsequent contracts for lecturers cannot exceed three years.

Senior Lecturer. Appointment as senior lecturer requires that the individual have a terminal degree in a field appropriate to the subject matter to be taught, along with evidence of ability to provide high-quality instruction; or a Master's degree and at least five years of teaching experience with documentation of high quality. Senior lecturers are not eligible for tenure or promotion. The initial appointment for a senior lecturer cannot exceed one year. Second and subsequent contracts for senior lecturers cannot exceed three years.

Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor. Visiting faculty appointments may either be compensated or uncompensated. Visiting faculty members on leave from an academic appointment at another institution are appointed at the rank held in that position. The rank at which other (non-faculty) individuals are appointed is determined by applying the criteria for appointment of tenure-track faculty. Visiting faculty members are not eligible for tenure or promotion. Visiting faculty appointments may be renewed annually for only three consecutive years.

5. Emeritus Faculty

Emeritus faculty status is an honor given in recognition of sustained academic contributions to the university as described in Faculty Rule 3335-5-36. Full-time tenure track, clinical/teaching, research, or associated faculty may request emeritus status upon retirement or resignation at the age of sixty or older with ten or more years of service or at any age with twenty-five or more years of service.

Faculty will send a request for emeritus faculty status to the dean outlining academic performance and citizenship. The Committee of Eligible Faculty within the requestor's appointment type (see Section III.A.1-4) will review the application and make a recommendation to the dean. The dean will decide upon the request and will forward a recommendation to the executive vice president and provost. If the faculty member requesting emeritus status has in the 10 years prior to the application engaged in serious dishonorable conduct in violation of law, rule, or policy and/or caused harm to the university's reputation or is retiring pending a procedure according to Faculty Rule 3335-5-04, emeritus status will not be considered.

Emeritus faculty may not vote at any level of governance and may not participate in promotion and tenure matters.

6. Courtesy Appointments for Faculty

Occasionally, the active academic involvement in this college by a tenure-track, clinical/teaching, or research faculty member from another unit at Ohio State warrants the offer of a 0% FTE (courtesy) appointment in the College of Pharmacy. Appropriate active involvement includes research collaboration, graduate student advising, teaching some or all of a course from time to time, or a combination of these. A courtesy appointment is made at the individual's current Ohio State rank, with promotion in rank recognized.

B. Procedures

The appointment of all compensated tenure-track, clinical/teaching, research, and associated faculty, irrespective of rank, must be based on a formal search process following the SHIFT Framework for faculty recruitment. All faculty positions must be posted in Workday, the university's system of record for faculty and staff. Formal interviews are required for all positions. Appropriate disposition codes for applicants not selected for a position must be entered in Workday to enable the university to explain why a candidate was not selected and what stage they progressed to before being removed.

In addition, see the Policy on Faculty Recruitment and Selection and the Policy on Faculty Appointments for information on the following topics:

- recruitment of tenure-track, clinical/teaching, research, and associated faculty
- appointments at senior rank or with prior service credit
- hiring faculty from other institutions after April 30
- appointment of foreign nationals
- letters of offer

1. Tenure-track Faculty

A national search is required to ensure a pool of highly qualified candidates for all tenure-track positions. This includes all external candidates for all faculty positions. The only exception is for dual career partners, as described in Chapter 5, section 4.1 of the *Policies and Procedures Handbook*. Exceptions to this policy must be

approved by the Office of Academic Affairs in advance. Search procedures must entail substantial faculty involvement and be consistent with the OAA Policy on Faculty Recruitment and Selection.

Searches for tenure-track faculty proceed as follows:

The dean provides approval to commence a search process. This approval may or may not be accompanied by constraints regarding salary, rank, and field of expertise.

The division chair, in consultation with the dean, appoints a search committee consisting of three or more faculty who reflect the field of expertise that is the focus of the search (if relevant) as well as other fields within the college.

Prior to any search, members of all search committees must undergo the trainings identified in the SHIFT Framework for faculty recruitment. In addition, all employees/faculty involved in the hiring and selection process must review and acknowledge the EEO Recruitment and Selection Guidelines in the BuckeyeLearn system.

The SHIFT Framework serves as a centrally coordinated guideline and toolkit to support the entire process of faculty recruitment with clear engagement from all participating stakeholders involved in the faculty hiring process. This framework is intended to provide faculty engaged in search committees and staff providing support services with the tools and support needed to attract excellent applicant pools, conduct fair and consistent evaluations, and successfully hire and properly onboard new faculty members who will continue our tradition of academic excellence. This framework consists of five phases, each targeting a specific stage of the recruitment process:

- "Phase 1 | Search Preparation & Proactive Recruitment" is the earliest stage in the search process. Key steps during this phase include determining faculty needs for the unit, creating a search strategy (including timeline), establishing a budget, and identifying additional partners to include in the process. The steps in this phase provide guidance on forming committees, detail training requirements for search committee members, and innovative approaches to advertising and outreach. This section also includes ideas and resources for developing qualified talent pools to ensure alignment with university and unit EEO goals and advance the eminence of the institution.
- "Phase 2 | Initiate Search and Initial Applicant Evaluation" focuses on best practices for the application review and candidate screening processes. The guidelines and resources in this section support consistency and fairness in the review, assessment, and selection of candidates moving forward in the recruitment process. This section also outlines how to select a list of candidates for on-campus interviews.
- "Phase 3 | Candidate Interviews & Evaluation" provides guidance and tools for conducting interviews and campus visits, requesting reference letters (if not requested earlier in the application stage), and collecting feedback from everyone who interacted with the candidates. Adherence to the guidelines outlined in this section has a direct impact on enhancing the candidate experience and ensuring a consistent evaluation process. Based on the feedback and their own independent evaluations of each candidate, a recommendation

regarding each candidate as being acceptable or not will be forwarded to the Committee of Eligible Faculty. Each recommendation should include a summary of the candidate's strengths and weaknesses, as well a summary of the feedback from the faculty and campus committee. Following a vote by the eligible faculty for recommendation for further consideration, this phase concludes with the submission of a letter from the search committee to the dean with the search committee recommendations and the outcome of the faculty vote. The recommendation includes a statement as to whether the candidate would be an acceptable hire for the College of Pharmacy.

- "Phase 4 | Extend Offer" provides guidance and resources related to effectively selecting the most qualified candidate(s) for the position(s) and successfully negotiating to result in an accepted offer.
- "Phase 5 | Preboard and Onboard" offers resources to help prepare and support new faculty as they transition to Ohio State. The suggestions in this phase focus on creating a seamless transition for incoming faculty and their partners/families, if applicable.

In all cases, the eligible faculty members vote on the appropriateness of the proposed rank. If an offer may involve prior service credit, the eligible faculty members vote on the appropriateness of such credit. The eligible faculty reports a recommendation on the appropriateness of the proposed rank or the appropriateness of prior service credit to the dean. Appointment offers at the rank of associate professor, with or without tenure, or professor, and/or offers of prior service credit require prior approval of the Office of Academic Affairs.

In the event that more than one candidate achieves the level of support required to extend an offer, the dean decides which candidate to approach first. The details of the offer, including compensation, are determined by the dean.

Potential appointment of a candidate requiring sponsorship for permanent residence or nonimmigrant work-authorized status will be discussed with the Office of International Affairs. An MOU must be signed by faculty eligible for tenured positions who are not U.S. citizens or nationals, permanent residents, asylees, or refugees.

2. Clinical/Teaching Faculty

Searches for clinical/teaching faculty generally proceed identically as for tenure-track faculty, with the exception that the candidate's presentation during the interview may be on clinical practice, teaching and/or scholarship.

3. Research Faculty

Searches for research faculty generally proceed identically as for tenure-track faculty, with the exception that during the interview the candidate will not be evaluated on their potential for excellence in teaching.

4. Transfer from the Tenure Track

Tenure-track faculty may transfer to a clinical/teaching, research, or associated faculty appointment. Tenure or tenure eligibility is lost upon transfer, and transfers must be approved by the dean and the executive vice president and provost.

The request for transfer must be initiated by the faculty member in writing and must state clearly how the individual's career goals and activities have changed.

Transfers from a clinical/teaching appointment and from a research appointment to the tenure track are not permitted. Clinical/teaching faculty members and research faculty members may apply for tenure-track positions and compete in regular national searches for such positions.

5. Associated Faculty

The appointment of compensated associated faculty members follows a formal search following the SHIFT Framework, which includes a job posting in Workday (see Section IV.B above) and candidate interviews. The appointment is then decided by the dean based on recommendation from the search committee. The reappointment of all compensated associated faculty members is decided by the dean in consultation with the Senior Associate Dean for Academic Affairs and Educational Innovation, the Associate Dean for Faculty Success, and the appropriate Division Chair.

Compensated associated appointments are generally made for a period of one to three years, unless a shorter period is appropriate to the circumstances.

Appointment and reappointment of uncompensated adjunct or visiting faculty may be proposed by any faculty member in the College of Pharmacy. Adjunct appointments and reappointments are decided by the dean in consultation with the Senior Associate Dean for Academic Affairs and Educational Innovation, the Associate Dean for Research and Graduate Studies, the Associate Dean for Faculty Success, and Division Chairs as appropriate. Visiting faculty positions are decided by the dean in consultation with the Associate Dean for Research and Graduate Studies and the Associate Dean for Faculty Success.

Visiting appointments may be made for one term of up to three years or on an annual basis for up to three years.

Lecturer and senior lecturer appointments are made on an annual basis and rarely semester by semester. After the initial appointment, and if the college's curricular needs warrant it, a multiple year appointment may be offered.

All associated appointments expire at the end of the appointment term and must be formally renewed to be continued.

6. Courtesy Appointments for Faculty

Any College of Pharmacy faculty member may propose a 0% FTE (courtesy) appointment in their division for a tenure-track, clinical/teaching, or research faculty member from another Ohio State TIU. A proposal that describes the uncompensated academic service to the College of Pharmacy justifying the appointment is considered at a division faculty meeting. If the proposal is approved by the eligible division

faculty, the dean extends an offer of appointment. The division chairs and dean review all courtesy appointments every three years to determine whether they continue to be justified and take recommendations for nonrenewal before the eligible division faculty for a vote at a regular meeting.

V. Annual Performance and Merit Review

The college follows the requirements for annual performance and merit reviews as set forth in the Policy on Faculty Annual Review and Reappointment which stipulates that such reviews must include a scheduled opportunity for a face-to-face meeting for all probationary faculty, an opportunity for a face-to-face meeting for all other compensated faculty members, and a written assessment. According to the policy, the purposes of the review are to:

- Assist faculty in improving professional productivity through candid and constructive feedback and through the establishment of professional development plans;
- Establish the goals against which a faculty member's performance will be assessed in the foreseeable future; and
- Document faculty performance in the achievement of stated goals to determine salary increases and other resource allocations, progress toward promotion, and, in the event of poor performance, the need for remedial steps.

The annual performance and merit review of a faculty member is the responsibility of that faculty member's division chair, as the dean's designee. The division chair will meet in person with faculty members and provide a written assessment to the dean. However, the dean must schedule a face-to-face meeting with all probationary faculty as part of the review.

In all cases, accountability for the annual review process resides with the college dean.

- Depending on a faculty member's appointment type, the review is based on expected performance in teaching, scholarship, practice, outreach, and/or service as set forth in the college's guidelines on faculty duties, responsibilities, and workload; on any additional assignments and goals specific to the individual; and on progress toward promotion where relevant.
- The review of faculty with budgeted joint appointments must include input from the joint appointment TIU head for every annual evaluation cycle. The input should be in the form of a narrative commenting on faculty duties, responsibilities, and workload; on any additional assignments; and on goals specific to the individual in the joint unit.
- Meritorious performance in teaching, scholarship, and service is assessed in accordance with the same criteria that form the basis for promotion decisions.
- Annual performance and merit reviews must include a written assessment of all compensated faculty. A face-to-face meeting with division chairs is required for all compensated faculty members below the rank of professor and must be offered to all compensated faculty members at the rank of professor.
- A face-to-face meeting with the dean is required for all probationary faculty.
- Per Faculty Rule 3335-3-35, deans are required to include a reminder in annual review letters that all faculty have the right (per Faculty Rule 3335-5-04) to view their primary personnel file and to provide written comment on any material therein for inclusion in the file.

A. Documentation

The annual reviews for all faculty are conducted in the fall. The division chair is responsible for notifying faculty of the timetable for annual review and the materials to be submitted. For their annual performance and merit review, compensated faculty members must submit the following documents to their division chair no later than September 1:

- Office of Academic Affairs dossier outline (*required for probationary faculty*) or updated documentation of performance and accomplishments (*non-probationary faculty*)
- updated CV, which will be made available to all faculty in an accessible place (*all faculty*)

Other documentation for the annual performance and merit review will be the same as that for consideration for promotion and/or tenure. That documentation is described in Section VI of this document.

Under no circumstances should faculty solicit evaluations from any party for purposes of the annual performance and merit review, as such solicitation places its recipient in an awkward position and produces a result that is unlikely to be candid. Division chairs will solicit evaluations from practice and/or outreach partners as needed.

B. Probationary Tenure-track Faculty

Every probationary tenure-track faculty member is reviewed annually by the division chair, who meets with the faculty member to discuss his/her/their performance, future plans, and goals and prepares a written evaluation that includes a recommendation on whether to renew the probationary appointment. The division chair may ask for feedback from tenure-track faculty of higher rank within the division or from the faculty member's mentoring committee and their feedback will be included in the annual review letter.

The dean will review the faculty member's CV and dossier outline, along with the division chair's written evaluation, and will meet with the faculty member to discuss their productivity and progress towards their goals. If the dean recommends renewal of the appointment, this recommendation is final. The dean's annual review letter to the faculty member renews the probationary appointment for another year and includes content on future plans and goals. The faculty member may provide written comments on the review. The annual review letter becomes part of the cumulative dossier for promotion and tenure (along with the faculty member's comments, if provided).

If the dean recommends nonrenewal, the Fourth-Year Review process (per Faculty Rule 3335-6-03) is invoked. Following completion of the comments process, the complete dossier is forwarded to OAA for review and the executive vice president and provost makes the final decision on renewal or nonrenewal of the probationary appointment.

1. Fourth-Year Review

During the fourth year of the probationary period the annual review follows the same procedures as the mandatory tenure review, with the exceptions that external

evaluations are optional and the executive vice president and provost makes the final decision on renewal of the probationary appointment.

External evaluations are solicited only when either the division chair or the eligible faculty determine that they are necessary to conduct the Fourth-Year Review. This may occur when the candidate's scholarship is in an emergent field, is interdisciplinary, or the eligible faculty do not feel otherwise capable of evaluating the scholarship without outside input.

The eligible faculty conducts a review of the candidate. On completion of the review, the eligible faculty electronically votes on whether to renew the probationary appointment.

The APT committee forwards a record of the vote and a written performance review to the dean, who conducts an independent assessment of performance and prepares a written evaluation that includes a recommendation on whether to renew the probationary appointment. At the conclusion of the College of Pharmacy review, the formal comments process (per Faculty Rule 3335-6-04) is followed and the case is forwarded to the Office of Academic Affairs, regardless of whether the dean recommends renewal or nonrenewal.

2. Extension of the Tenure Clock

Faculty Rule 3335-6-03 (D) sets forth the conditions under which a probationary tenure track faculty member may extend the probationary period. Faculty Rule 3335-6-03 (E) does likewise for reducing the probationary period. A faculty member remains on duty regardless of extensions or reductions to the probationary period, and annual reviews are conducted in every probationary year regardless of time extended or reduced. Approved extensions or reductions do not limit the College of Pharmacy's right to recommend nonrenewal of an appointment during an annual review.

C. Tenured Faculty

Associate professors are reviewed annually by the division chair as the dean's designee. The division chair conducts an independent assessment, meets with the faculty member to discuss his/her/their performance and future plans and goals, and prepares a written evaluation on these topics. The faculty member may provide written comments on the review. The dean reviews the faculty member's CV and the written evaluation and provides additional comments as appropriate.

Professors are reviewed annually by the division chair as the dean's designee, who offers an opportunity to meet with the faculty member to discuss his/her/their performance and future plans and goals. The annual review of professors is based on their having achieved sustained excellence in the discovery and dissemination of new knowledge relevant to the mission of the college, as demonstrated by national and international recognition of their scholarship; ongoing excellence in teaching, including their leadership in graduate education in both teaching and mentoring students; and outstanding service to the college, the university, and their profession, including their support for the professional development of assistant and associate professors. Professors are expected to be role models in their academic work,

interaction with colleagues and students, and in the recruitment and retention of junior colleagues. As the highest-ranking members of the faculty, the expectations for academic leadership and mentoring for professors exceed those for all other members of the faculty.

If a faculty member has an administrative role, the impact of that role and other assignments will be considered in the annual review. The division chair prepares a written evaluation of performance against these expectations. The faculty member may provide written comments on the review. The dean reviews the faculty member's CV and the written evaluation and provides additional comments as appropriate.

D. Clinical/Teaching Faculty

The annual performance and merit review process for clinical/teaching probationary and non-probationary faculty is identical to that for tenure-track probationary and tenured faculty respectively, except that non-probationary clinical/teaching faculty may participate in the review of clinical/teaching faculty of lower rank.

In the penultimate contract year of a clinical/teaching faculty member's appointment, the dean must determine whether the position held by the faculty member will continue. If the position will not continue, the faculty member is informed that the final contract year will be a terminal year of employment. The standards of notice set forth in Faculty Rule 3335-6-08 must be observed.

There is no presumption of renewal of appointment.

E. Research Faculty

The annual performance and merit review process for research probationary and non-probationary faculty is identical to that for tenure-track probationary and tenured faculty, respectively, except that non-probationary research faculty may participate in the review of research faculty of lower rank.

In the penultimate contract year of a research faculty member's appointment, the dean must determine whether the position held by the faculty member will continue. If it will not continue, the faculty member is informed that the final contract year will be a terminal year of employment. The standards of notice set forth in Faculty Rule 3335-6-08 must be observed.

There is no presumption of renewal of appointment.

F. Associated Faculty

Compensated associated faculty members in their initial appointment must be reviewed before reappointment. The division chair or a faculty designee prepares a written evaluation and meets with the faculty member to discuss his/her/their performance, future plans, and goals.

The dean reviews the faculty member's CV and the written evaluation and provides additional comments as appropriate. The dean's decision on renewal of the appointment is final. If the decision is to renew, the dean may extend a multiple year appointment.

Compensated associated faculty members on a multiple year appointment are reviewed annually by the division chair or a faculty designee, who prepares a written evaluation and meets with the faculty member to discuss his/her/their performance, future plans, and goals. The dean reviews the faculty member's CV and the written evaluation and provides additional comments as appropriate. No later than October 15 of the final year of the appointment, the dean will decide whether to reappoint. The dean's decision on reappointment is final.

Uncompensated associated faculty members are reviewed by the committee of eligible faculty within the division every three years and a written evaluation of their performance is provided by the chair. Recommendations for promotion of uncompensated associated faculty members are forwarded to the dean for further consideration.

G. Salary Recommendations

The dean makes annual salary recommendations based on the current annual performance and merit review as well as on the performance and merit reviews of the preceding 24 months. The dean is charged with conducting an annual review of overall salary equity within the college and to factor results of this review into salary considerations.

Faculty members who wish to discuss dissatisfaction with their salary increase with the dean should be prepared to explain how their salary (rather than the increase) is inappropriately low, since increases are solely a means to the end of an optimal distribution of salaries.

Faculty who fail to submit the required documentation (see Section V.A above) for an annual performance and merit review at the required time will receive no salary increase in the year for which documentation was not provided, except in extenuating circumstances, and may not expect to recoup the foregone raise at a later time.

VI. Promotion and Tenure and Promotion Reviews

Faculty Rule 3335-6-02 provides the following context for promotion and tenure and promotion reviews:

> *In evaluating the candidate's qualifications in teaching, scholarship, and service, reasonable flexibility shall be exercised, balancing, where the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another. In addition, as the university enters new fields of endeavor, including interdisciplinary endeavors, and places new emphases on its continuing activities, instances will arise in which the proper work of faculty members may depart from established academic patterns. In such cases care must be taken to apply the criteria with sufficient flexibility. In all instances superior intellectual attainment, in accordance with the criteria set forth in these rules, is an essential qualification for promotion to tenured positions. Clearly, insistence upon this standard for continuing members of the faculty is necessary for maintenance and enhancement of the quality of the university as an institution dedicated to the discovery and transmission of knowledge.*

A. Criteria and Evidence that Support Promotion

1. Promotion to Associate Professor with Tenure

Faculty Rule 3335-6-02 provides the following general criteria for promotion to associate professor with tenure:

The awarding of tenure and promotion to the rank of associate professor must be based on convincing evidence that the faculty member has achieved excellence as a teacher, as a scholar, and as one who provides effective service; and can be expected to continue a program of high-quality teaching, scholarship, and service relevant to the mission of the academic unit(s) to which the faculty member is assigned and to the university.

Tenure is not awarded below the rank of associate professor at The Ohio State University.

Promotion to associate professor with tenure in the College of Pharmacy requires excellence in both scholarship and teaching, where scholarship is defined as research, scholarly, and/or creative work. Candidates for promotion to associate professor with tenure should show promise of excellence in service.

The award of tenure is an acknowledgement of excellence and future potential for preeminence. Performance of the faculty member during the probationary period should provide convincing evidence to expect that a program of high-quality research, teaching, and service that aligns with the College of Pharmacy mission will continue through the duration of their time at the university and that the faculty member's contributions will improve the overall quality and standing of the college.

Excellence in teaching, research and/or creative activity, and service is moreover defined to include professional ethical conduct in each area of responsibility, consistent with the American Association of University Professors' Statement on Professional Ethics.

In the evaluation of untenured associate professors for tenure, the same criteria apply, along with any others established in writing at the time a senior rank appointment without tenure was offered.

Criteria for promotion and evidence demonstrating impact and that criteria have been met are outlined below in three categories: research and scholarship, teaching and mentoring, and service.

Research and Scholarship

Faculty members are expected to have an independent and focused program of research and scholarship that has an emerging national recognition. Research may be collaborative but there must be evidence that the faculty member is leading some portion of a collaborative project. Research may be basic, translational or clinical in nature as appropriate for the field. Excellence in research is judged by its impact on the specialized field and by national recognition by learned societies or professional organizations.

RESEARCH AND SCHOLARSHIP	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	***As evidenced by:***
An independent and focused program of research and scholarship that has an emerging national recognition	• A consistent and growing record of first- and/or senior-authored peer reviewed publications in mid- to top-tier journals in the discipline (impact factor generally >3 or >10, respectively). The breadth of research in the College of Pharmacy is significant and the number of publications and rankings of top journals will vary with the work and discipline. • First and/or senior authorship on a significant number of publications since appointment to the faculty position • The number of citations of published research findings • Presentations of research findings by the faculty member, students or postdocs at regional, national or international scientific meetings • Major author or editor of books or chapters in the area of scholarship • Entrepreneurial activities, including patents and licenses of invention disclosures, software development, technology commercialization, startup companies, and licensing and options agreements
A record of competitive grant and contract funding from NIH, NSF, AHRQ or equivalent funding sources that supports a productive research program.	• A growing and sustained record of external funding as PI on peer reviewed, highly competitive awards
National recognition of research and scholarship.	• Invited presentations of research findings at national scientific meetings • Research awards • Organization of symposia and conferences for regional and national conferences • Invitations to review manuscripts and grants
High degree of ethics in the conduct of research	• Full and timely adherence to all regulations relevant to the research program

	• Ethical treatment of graduate students, postdoctoral fellows, other laboratory personnel and collaborators

Teaching and Mentorship

Teaching and mentoring are essential components of a faculty member's responsibilities in the College of Pharmacy. Excellence in teaching means the provision to all students of the opportunity to realize their full capabilities for learning and, to the most capable and motivated students, an enhanced learning experience. Excellence in mentoring includes the individualization of research training plans, a respectful relationship built on trust and shared responsibility for training, and clear communication with students and research staff regarding expectations.

TEACHING AND MENTORSHIP	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	***As evidenced by:***
Achievement of excellence in teaching	• Consistently strong student evaluations of instruction • Consistently strong peer evaluations of instruction that consider accessibility to students, fairness in grading, presentation of material prescribed in the course syllabus at an appropriate level, and clear course expectations • Teaching awards or award nominations • In team-taught courses, participation in efforts to provide a fully integrated course. • Highest level of professionalism and mutual respect in interactions with course directors and educational staff. • Systematic process of teaching/learning evaluation to produce excellence in teaching
Achievement of excellence in mentoring	• Primary authorship by trainees and research scientists on publications • Presentations by trainees at regional and national meetings • Successful completion of degree requirements • Trainee job placement • Mentoring awards or award nominations

Service

Excellence in service means the provision of a high level of professional expertise and experience to the university, the community, the state and nation, and professional organizations.

SERVICE	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	***As evidenced by:***
Demonstrated a pattern of effective service within the college and university. The service contribution during the probationary period of assistant professors is limited by design but beginning service activities are expected.	• Participates in college and university committees • Serves on college and university special committees or task forces • Serves on graduate student committees within and outside the college
Demonstrates a pattern of effective participation and service in professional activities.	• Membership in professional organizations • Invited abstract and manuscript reviewing for professional organizations and scholarly publications • Service on a grant review panel • Committee membership/leadership within a professional organization

2. Promotion to Professor

Faculty Rule 3335-6-02 establishes the following general criteria for promotion to the rank of professor:

> *Promotion to the rank of professor must be based on convincing evidence that the faculty member has a sustained record of excellence in teaching; has produced a significant body of scholarship that is recognized nationally or internationally; and has demonstrated leadership in service.*

The specific criteria in teaching, scholarship, and service for promotion to professor are similar to those for promotion to associate professor with tenure, with the added expectation of sustained accomplishment and quality of contributions, a record of continuing professional growth, and evidence of established national or international reputation in the field.

When assessing a candidate's national and international reputation in the field, a national and international reputation for the scholarship of teaching and learning may be counted as either teaching or scholarship.

In addition, as further specified by Faculty Rule 3335-6-02, assessment is in relation to specific assigned responsibilities with reasonable flexibility being exercised in order to

balance, where the case requires, heavier responsibilities and commitment in one area against lighter ones in another. Promotion should reflect the reality that (a) not all faculty members have the same distribution of assignments (b) not all faculty members will be able to contribute excellence equally in all evaluation dimensions; and (c) there is a multi-faceted institutional responsibility that must be achieved by the skills of the faculty collectively. Promotion to professor should be awarded not only to those faculty who have demonstrated impact in their scholarship of research and creative inquiry, teaching and mentoring, and service, but also to those who have exhibited excellence in leadership to make visible and demonstrable impact upon the mission of the college and university.

Criteria for promotion to professor and evidence demonstrating impact and that criteria have been met are outlined in three categories: research and scholarship, teaching and mentoring, and service.

Research and Scholarship

Sustained externally funded, peer reviewed, highly competitive research funding, a sustained record of high-quality publications, and international recognition are required for promotion to full professor.

RESEARCH AND SCHOLARSHIP	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	***As evidenced by:***
A sustained and productive independent and focused program of research and scholarship that has international recognition	• A consistent and sustained record of first- and/or senior-authored peer reviewed publications in mid- to top-tier journals in the discipline (impact factor generally >3 or >10, respectively). The breadth of research in the College of Pharmacy is significant and the number of publications and rankings of top journals will vary with the work and discipline. • Co-authored peer reviewed research publications documenting collaborative research and impact of expertise • The number of citations of published research findings • Presentations of research findings by the faculty member, students or postdocs at regional, national or international scientific meetings • Major author or editor of books or chapters in the area of scholarship • Entrepreneurial activities, including patents and licenses of invention

	disclosures, software development, technology commercialization, startup companies, and licensing and options agreements
A record of competitive grant and contract funding from NIH, NSF, AHRQ or equivalent funding sources that supports a productive research program.	• A sustained record of external funding as PI on peer reviewed, highly competitive awards. • A growing record of Co-PI or collaborator on peer reviewed, highly competitive awards.
International recognition of research and scholarship.	• Research awards • Invited presentations of research findings at national and international scientific meetings • Organization of symposia and conferences for regional and national conferences • Invitations to review manuscripts • Service on expert grant review panels
High degree of ethics in the conduct of research	• Full and timely adherence to all regulations relevant to the research program • Ethical treatment of graduate students, postdoctoral fellows, other laboratory personnel and collaborators

Teaching and Mentorship

A sustained record of excellence in teaching, leadership in curriculum activities and sustained and effective advisement of students and other research personnel are required for promotion to Professor.

TEACHING AND MENTORSHIP	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	***As evidenced by:***
Achievement of excellence in teaching	• Consistently strong student evaluations of instruction • Consistently strong peer evaluations of instruction that consider accessibility to students, fairness in grading, presentation of material prescribed in the course syllabus at an appropriate level, and clear course expectations • Teaching awards or award nominations

	• In team-taught courses, participation in efforts to provide a fully integrated course. • Highest level of professionalism and mutual respect in interactions with course directors and educational staff. • Systematic process of teaching/learning evaluation to produce excellence in teaching
Achievement of excellence in mentoring	• Primary authorship by trainees and research scientists on publications • Presentations by trainees at regional and national meetings • Successful completion of degree requirements for students • Job placement for students and postdoctoral fellows • Competitive funding for student fellowships • Mentoring awards or award nominations

Service

A mix of college, university and national service and leadership are expected for promotion to professor.

SERVICE	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	***As evidenced by:***
Demonstrated service and leadership within the college and university.	• Leadership of college and university committees • Leadership of college and university special committees or task forces • Active participation in recruiting students and faculty to the college • Advising undergraduate and graduate professional and service organizations • Service on graduate student committees within and outside the college • Effective mentoring of junior faculty
Demonstrates a pattern of effective participation and service in professional activities at the national level.	• Holding appointed or elected office in professional associations • Service on editorial boards for scholarly publications • Service on a grant review panel

	• Service on government advisory panels • Service to other academic institutes (e.g., promotion and tenure evaluations, program reviews)

3. Clinical/Teaching Faculty

The major responsibilities of clinical faculty are teaching and professional practice or outreach and engagement. The major responsibility of teaching faculty is teaching. Evaluation of clinical and teaching faculty must primarily focus on the performance of their assigned duties. Service contributions to the college and university and to local, state, and national organizations are also required. Clinical/teaching faculty members may also be expected to participate in scholarly activities and contribute to the literature in their field. Since clinical/teaching faculty may have variability in their source of funding and percent appointment and may have variability in responsibilities to the college, the evaluation process must take weighted commitments and responsibilities into consideration.

Promotion to Assistant Clinical/Teaching Professor. For promotion to assistant clinical professor or assistant teaching professor a faculty member must complete his/her/their doctoral degree, meet the required licensure/certification in his/her/their specialty (if applicable) and be performing satisfactorily in teaching, practice or outreach, and service. Promotion will entail generation of a renewed contract. There is no presumption of a change in contract terms.

Promotion to Associate Clinical/Teaching Professor. For promotion to associate clinical professor, a faculty member must show convincing evidence of excellence as a teacher and mentor, must have a documented high level of competence (if applicable) in clinical practice or outreach, and must display the potential for continuing a program of high-quality teaching, clinical practice and/or outreach, and service relevant to the mission of this college. For promotion to associate teaching professor, a faculty member must show convincing evidence of excellence as a teacher and mentor and must display the potential for continuing a program of high-quality teaching and service relevant to the mission of this college. Specific criteria in teaching and service for promotion to associate clinical professor and associate teaching professor are similar to those for promotion to associate professor with tenure. Promotion will entail generation of a renewed contract. There is no presumption of a change in contract terms.

Criteria for promotion and evidence demonstrating impact and that criteria have been met are outlined in four categories: teaching and mentoring, practice or outreach, scholarship, and service. The evaluation of candidates in each category will be based on their assigned effort in that area.

Teaching and Mentoring

Teaching and mentoring are essential components of a clinical/teaching faculty member's responsibilities in the College of Pharmacy. Excellence in teaching means the provision to all students of the opportunity to realize their full capabilities for learning and, to the most capable and motivated students, an enhanced learning experience. Excellence in mentoring of students and post-graduate trainees means that all trainees are able to meet their full potential in a supportive environment.

TEACHING AND MENTORSHIP	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	***As evidenced by:***
Achievement of excellence in teaching. Teaching can take place in the classroom, in direct patient care settings (IPPE/APPE students) and /or in community outreach and engagement experiences.	• Consistently strong student evaluations of instruction • Consistently strong peer evaluations of instruction that consider accessibility to students, fairness in grading, presentation of material prescribed in the course syllabus at an appropriate level, and clear course expectations • Teaching awards or award nominations • In team-taught courses, participation in efforts to provide a fully integrated course. • Highest level of professionalism and mutual respect in interactions with course directors and educational staff. • Systematic process of teaching/learning evaluation to produce excellence in teaching
Some candidates will also have:	***As evidenced by:***
Achievement of excellence in mentoring of students and/or post-graduate trainees.	• Successful residency or fellowship match • Primary authorship by students and residents on publications • Presentations by students and residents at regional and national meetings • Successful completion of degree requirements • Student and resident job placement • Mentoring awards or award nominations

Practice or Outreach

Clinical faculty must demonstrate engagement and participation in a clinical or outreach and engagement area that is recognized at the national level. Some teaching faculty might have limited effort directed towards clinical practice or outreach and engagement. Direct patient care is generally defined as, but not limited to, any aspects of the health care of a patient including the treatment, counseling, self-care, patient education and/or administration of medicine. Indirect patient care is generally defined as, but not limited to, contributing to sustainable innovative cutting-edge practices or other activities that contribute to the advancement of the profession of pharmacy, facilitate the delivery of broad-reaching

education training programs, provide advanced experiential training sites, support the college's teaching, outreach and engagement mission, and/or engage in practice- or community engagement-based research.

PRACTICE OR OUTREACH	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates with assigned practice or outreach duties must have at least one of the following:	***As evidenced by:***
Engagement and participation in a clinical area in activities that strengthen the clinical area at the local, regional, and/or national level.	• Involvement in practice innovations and/or clinical practice standards • Participation in the development or revision of guidelines for evidence-based approaches to improve clinical care • Involvement in the development of practice transformation through new or enhanced services including direct patient care • Awards related to work within a clinical area • Invited and peer-reviewed presentations on clinical topics to professional audiences • Participation in clinical research, clinical/practice standards committees and quality-review boards
Engagement and participation in community outreach and advocacy that strengthens the profession of practice at the local, regional, and/or national level.	• Participation in the development or revision of regulatory rules for evidence-based approaches to improve clinical care • Awards related to practice innovations, community outreach, engagement and/or advocacy efforts • Involvement in practice innovations and clinical practice standards through advocacy and community engagement • Invited and peer-reviewed presentations on clinical topics to professional and/or legislative audiences • Participation in clinical research, clinical/practice standards committees and quality-review boards

Scholarship

Evidence for clinical or community engagement focused scholarship or teaching and learning scholarship, includes a consistent record of peer reviewed publications and presentations.

SCHOLARSHIP	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	***As evidenced by:***
Local, regional and emerging national recognition of scholarship in clinical practice, community engagement, advocacy, or teaching and learning.	• Practice-, outreach- or teaching and learning-related publications in recognized journals in the field • Submitted abstracts and presentations at local, regional and national professional conferences • Invited presentations on clinical topics, outreach and engagement, advocacy, or teaching and learning at local, regional and national professional conferences • Organization of symposia and conferences for regional and national conferences • Invitations to review manuscripts • Serving as an expert nationally through clinical, educational or policy consulting

Service

Excellence in service means the provision of a high level of professional expertise and experience to the university, the community, the state and nation, and professional organizations.

SERVICE	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	***As evidenced by:***
Demonstrated a pattern of effective service within the college and university.	• Participation in college and university committees • Service on college and university special committees or task forces • Active participation in recruiting students and faculty for the college • Advising undergraduate and professional student organizations

Demonstrated a pattern of effective participation and service in professional activities.	• Membership in professional organizations • Invited abstract reviewing for professional organizations • Committee membership/leadership within a professional organization

Promotion to Clinical/Teaching Professor. For promotion to clinical professor, a faculty member must have a record of continuing professional growth and increasing quality of contributions, including a sustained record of excellence in teaching and clinical practice or outreach; leadership in service to the college, university and to the profession; and production and dissemination of scholarly materials pertinent to professional practice or outreach and engagement. For promotion to teaching professor, a faculty member must have a record of continuing professional growth and increasing quality of contributions, including a sustained record of excellence in teaching and pedagogical scholarship. For promotion to clinical/teaching professor, a faculty member should have a national reputation in at least one area: pharmacy practice, outreach and engagement, or teaching.

Criteria for promotion and evidence demonstrating impact and that criteria have been met are outlined in four categories: teaching and mentoring, practice or outreach, scholarship, and service. The evaluation of candidates in each category will be based on their assigned effort in that area.

Teaching and Mentoring

A sustained record of excellence in teaching, leadership in curriculum activities, and sustained and effective advisement of students and residents are required for promotion to clinical professor and teaching professor.

TEACHING AND MENTORSHIP	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	***As evidenced by:***
Achievement of excellence in teaching. Teaching can take place in the classroom, in direct patient care settings (IPPE/APPE students) and/or in community outreach and engagement experiences.	• Develops evidence-based teaching materials that are integrated at the local, regional, and/or national levels • Provides mentoring regarding teaching strategies for faculty, fellows, residents and teaching assistants • Leads didactic and/or experiential curriculum continuous quality improvement and major curriculum revisions • Consistently strong student evaluations of instruction • Consistently strong peer evaluations of instruction that consider accessibility to students, fairness in

	grading, presentation of material prescribed in the course syllabus at an appropriate level, and clear course expectations • Teaching awards or award nominations • In team-taught courses, participation in efforts to provide a fully integrated course. • Highest level of professionalism and mutual respect in interactions with course directors and educational staff. • Systematic process of teaching/learning evaluation to produce excellence in teaching
Achievement of excellence in mentoring of students and post-graduate trainees	• Primary authorship by students and residents on publications • Presentations by students and residents at regional and national meetings • Successful completion of degree requirements • Successful residency or fellowship match • Student and resident job placement • Mentoring awards or award nominations

Practice or Outreach

A sustained pattern of engagement and leadership in activities that strengthen the professional practice of pharmacy nationally is required for promotion to clinical professor. This includes clinical practice, outreach and engagement and/or advocacy. Some teaching faculty might have limited effort directed towards clinical practice or outreach and engagement.

PRACTICE OR OUTREACH	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates with assigned practice or outreach duties must have at least one of the following:	***As evidenced by:***
Leadership in a clinical area in activities that strengthen the clinical area at the national level.	• Leadership in practice innovations and clinical practice standards at the national level • Leadership in the development or revision of guidelines for evidence-based approaches to improve clinical care

	• Awards related to work within clinical practice • Evidence-based practice-related publications. • Invited and peer-reviewed presentations on clinical topics to professional audiences at the national and international levels • Leadership in clinical evidence-based research, implementation of evidence-based projects, clinical practice standards committees and/or quality-review boards
Engagement and participation in community outreach and advocacy that strengthens the profession of practice at the local, regional, and/or national level.	• Leadership in the development or revision of regulatory rules for evidence-based approaches to improve clinical care • Awards related to community outreach, engagement and advocacy efforts • Evidence-based outreach and engagement-related publications. • Leadership in practice innovations and clinical practice standards through advocacy and community engagement • Invited and peer-reviewed presentations on clinical topics to professional and/or legislative audiences • Leadership in community outreach evidence-based research, implementation of evidence-based projects, outreach practice standards committees and/or quality-review boards

Scholarship

A sustained record of clinical, community engagement, or teaching and learning focused scholarship is required for promotion to clinical professor and teaching professor.

SCHOLARSHIP	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	***As evidenced by:***
National and/or international recognition of scholarship in clinical practice, community engagement, advocacy or teaching and learning.	• Practice-, outreach-, or teaching and learning-related first and/or senior authored publications in peer-reviewed journals in the field

	• Evidence of sustained impact of publications on the field using citation metrics and other relevant criteria • Invited presentations on clinical topics, outreach and engagement, advocacy or teaching and learning at national and international professional conferences • Organization of symposia and conferences for regional and national conferences • Invitations to review manuscripts and serve on editorial boards • Serving as an expert nationally through clinical, educational or policy consulting and national and international expert panels • National/international recognition and awards for scholarly contributions • Obtains funding for evidence-based practice, outreach, or teaching and learning related research at the local, regional, or national level

Service

A demonstrated pattern of leadership in academic and/or professional service to the university, the community, the state and nation, and professional organizations is required for promotion to clinical professor and teaching professor.

SERVICE	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	***As evidenced by:***
Demonstrated a pattern of effective leadership within the college and university.	• Leadership in college and university standing committees, special committees and task forces • Active participation in recruiting students and faculty for the college • Advising undergraduate and professional student organizations
Demonstrated a pattern of effective leadership in professional activities.	• Leadership in professional organizations at the state or national levels • Consultation and contribution to policy-making boards of community, government, and health care agencies at local, state and national levels

	• Professional service to peers nationally through manuscript and grant proposal reviews, and college accreditation panels

4. Research Faculty

Research faculty in the College of Pharmacy contribute to the research mission of the college and promotion is based on excellence in research. Criteria for promotion and evidence demonstrating impact and that criteria have been met are outlined below.

Promotion to Research Associate Professor. For promotion to research associate professor, a faculty member must have a substantial record of high-quality focused research consistent with an appointment devoted solely to research. Promotion will entail generation of a renewed contract. There is no presumption of a change in contract terms.

RESEARCH AND SCHOLARSHIP	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	***As evidenced by:***
An independent and focused program of research and scholarship that has an emerging national recognition	• A consistent and growing record of first- and senior-authored peer reviewed publications in mid- to top-tier journals in the discipline (impact factor generally >3 or >10, respectively). The breadth of research in the College of Pharmacy is significant and the number of publications and rankings of top journals will vary with the work and discipline • First or senior authorship on the majority of publications since appointment to the faculty position • The number of citations of published research findings • Presentations of research findings by the faculty member at regional, national or international scientific meetings • Entrepreneurial activities, including patents and licenses of invention disclosures, software development, technology commercialization, startup companies, and licensing and options agreements
A record of competitive grant and contract funding from NIH, NSF, AHRQ or	• A growing and sustained record of external funding as PI on peer reviewed, highly competitive awards

equivalent funding sources that supports a productive research program.	
National recognition of research and scholarship.	• Invited presentations of research findings at national scientific meetings • Research awards • Organization of symposia and conferences for regional and national conferences • Invitations to review manuscripts and grants
High degree of ethics in the conduct of research	• Full and timely adherence to all regulations relevant to the research program • Ethical treatment of laboratory personnel and collaborators

Promotion to Research Professor. For promotion to research professor, a faculty member must have a national or international reputation built on an extensive body of high-quality publications and with demonstrated impact on the field. Promotion will entail generation of a renewed contract. There is no presumption of a change in contract terms.

RESEARCH AND SCHOLARSHIP	
Criteria	**Types of Evidence Demonstrating Impact and Showing Criteria Have Been Met**
Candidates must have:	***As evidenced by:***
A sustained and productive independent and focused program of research and scholarship that has international recognition	• A consistent and sustained record of first- and senior-authored peer reviewed publications in mid- to top-tier journals in the discipline (impact factor generally >3 or >10, respectively). The breadth of research in the College of Pharmacy is significant and the number of publications and rankings of top journals will vary with the work and discipline • Co-authored peer reviewed research publications documenting collaborative research and impact of expertise • The number of citations of published research findings • Presentations of research findings by the faculty member at national or international scientific meetings. • Entrepreneurial activities, including patents and licenses of invention disclosures, software development, technology commercialization, startup

	companies, and licensing and options agreements
A record of competitive grant and contract funding from NIH, NSF, AHRQ or equivalent funding sources that supports a productive research program.	• A sustained record of external funding as PI on peer reviewed, highly competitive awards • A growing record of Co-PI or collaborator on peer reviewed, highly competitive awards
International recognition of research and scholarship.	• Research awards • Invited presentations of research findings at national and international scientific meetings • Organization of symposia and conferences for regional and national conferences • Invitations to review manuscripts • Service on expert grant review panels
High degree of ethics in the conduct of research	• Full and timely adherence to all regulations relevant to the research program • Ethical treatment of laboratory personnel and collaborators

5. Associated Faculty

Promotion to Adjunct Associate Professor and Adjunct Professor. The relevant criteria for the promotion of adjunct faculty members shall be the same as those for the promotion of tenure-track, clinical/teaching, or research faculty, as appropriate to the appointment, above.

Promotion to Associate Professor and Professor with FTE below 50%. The relevant criteria for the promotion of associated faculty members with tenure-track titles are those for the promotion of tenure-track faculty above.

Promotion to Clinical Associate Professor of Practice and Clinical Professor of Practice The major responsibility of associated clinical practice faculty is in one area of focus which may be teaching, practice or outreach and engagement and the evaluation of such faculty must primarily focus on their primary area of effort. Service contributions to the college and university may be expected. Faculty may have minimal workload assignments for the other areas, but these are not required or expected for promotion. Since associated clinical practice faculty have variability in their responsibilities to the college, the evaluation process must take weighted commitments and responsibilities into consideration. Relevant criteria for the promotion of associated clinical practice faculty members shall be the same as those for the promotion of clinical faculty above.

Promotion to Senior Lecturer. Lecturers may be promoted to senior lecturer if they meet the criteria for appointment at that rank as described in Section IV.A.4.

Promotion of Visiting Faculty. Visiting faculty members are not eligible for promotion.

B. Procedures

The college's procedures for promotion and tenure and promotion reviews are fully consistent with those set forth in Faculty Rule 3335-6-04 and the Office Academic Affairs annually updated procedural guidelines for promotion and tenure reviews found in Chapter 3 of the *Policies and Procedures Handbook*. Any deviation from the deadlines in this document must be approved by the Dean of the College of Pharmacy.

1. Tenure-Track, Clinical/Teaching, and Research Faculty

a. Candidate Responsibilities

Candidates for promotion and tenure or promotion are responsible for submitting a complete, accurate dossier and providing a copy of the APT document under which they wish to be reviewed, if other than the college's current document. If external evaluations are required, candidates are responsible for reviewing the list of potential external evaluators compiled for their case according to college guidelines. Each of these elements is described in detail below.

- **Dossier**

Every candidate must submit a complete and accurate dossier that follows the Office of Academic Affairs dossier outline. Candidates should not sign the Office of Academic Affairs Candidate Checklist without ascertaining that they have fully met the requirements set forth in the Office of Academic Affairs core dossier outline including, but not limited to, those highlighted on the checklist.

While the Appointments, Promotion and Tenure Committee makes reasonable efforts to check the dossier for accuracy and completeness, the candidate bears full responsibility for all parts of the dossier that are to be completed by him/her/them.

Teaching Documentation

The time period for teaching documentation to be included in the dossier for probationary faculty is the start date to the present. For tenured or non-probationary faculty, it is the date of last promotion, reappointment, or the last five years, whichever is more recent, to the present. The eligible faculty may allow a candidate to include information prior to the date of last promotion or reappointment if it believes such information would be relevant to the review. Any such material should be clearly indicated.

Examples of documentation include cumulative SEI reports (Student Evaluation of Instruction computer-generated summaries prepared by the Office of the University Registrar for every class), peer evaluation of teaching reports as required by the division or college for peer evaluation of the teaching program (details are provided in Section IX below), and copies of pedagogical papers, books or other materials published, or accepted for publication. Material accepted for publication but not yet published must be accompanied by a letter from the publisher stating that the work has been unequivocally accepted and is in final form with no further revisions needed. Also, teaching activities as listed in the core dossier may include: involvement in graduate/professional exams, theses, and dissertations, and undergraduate research; mentoring of postdoctoral scholars and researchers; extension and continuing education instruction; involvement in

curriculum development and continuous quality improvement; awards and formal recognition of teaching; presentations on pedagogy and teaching at local, regional, national and international conferences, and adoption of teaching materials at other colleges or universities.

Scholarship Documentation

For scholarship documentation, a full history of publications, creative work and grants should be included, as this information provides context to the more recent and relevant research record and/or demonstrates scholarly independence. Information about scholarship produced prior to the start date (for probationary faculty) or date of last promotion or reappointment may be provided. Any such material should be clearly indicated. However, it is the scholarship performance since the start date or date of last promotion that is to be the focus of the evaluating parties.

Although quantity is easier to measure than quality, evaluators must exercise extreme care in evaluating co-authored research. To facilitate the evaluation process, the candidate is expected to indicate the nature of contributions made to co-authored research, and to separate refereed publications from other publications. Additionally, when a candidate has been involved in dissemination of essentially the same information several times (e.g., as a proceedings piece, an abstract, a journal article, and/or a book chapter), the candidate is expected to indicate clearly the relationships among various writings to aid in the evaluation. The examples of evidence of quantity or productivity of a faculty candidate include not only the number of refereed research and review papers, books, and monographs published, but also the candidate's description of unusual breadth, depth, length and/or significance; the number and significance of patents held; the number and amount of contracts and grants and their relevance to the research program; and the momentum or rate of progress of the research program. Although work-in-progress may be examined, especially in the case of the fourth-year review, completed and published or in press works represent the primary evidence of the candidate's research contributions. While textbooks, reports, circulars, and similar publications are normally considered evidence of teaching ability or public service, they are considered as creative work only when they present new ideas or new understanding, provide critical analysis, or incorporate scholarly research. Evidence of quality is exemplified further by positive evaluation of the candidate's research by widely known and respected outside scientists and scholars in the candidate's field; evidence of the candidate's efforts, ability, and success in attracting financial support for his/her research; the continuity of the candidate's research efforts and results; the quality and reputation of the journals in which research is published; the candidate's standing among peers in their field; invitations to present research seminars; participation in symposia related to the candidate's research; participation in scientific meetings; participation as a reviewer of research papers and proposals of others; and the positive appraisal of their publications or other works in the scholarly and critical literature.

Service and Professional Practice Documentation

The time period for service and professional practice documentation to be included in the dossier for probationary faculty is the start date to the present. For tenured or non-probationary faculty, it is the date of last promotion, reappointment, or the last five years, whichever is more recent, to the present. The eligible faculty may allow a candidate to include information prior to the date of last promotion or reappointment if it believes

such information would be relevant to the review. Any such material should be clearly indicated.

There are many types of service contributions. University service by members of the faculty includes, but is not limited to, the following activities: Serving as the division chair or in any other administrative capacity at the division, college, or university levels; serving as a leader or member of task forces or committees providing service to the division, the college, or the university; contributing to student welfare as an advisor to student organizations and to students. Service outside the university can include: serving as an appointed or elected officer of an academic or professional association; serving as an organizer of symposia, workshops, panels, or meetings in areas of professional competence; refereeing manuscripts submitted to journals, professional meeting program committees, membership on the editorial board of a journal, or serving as an editor; serving as a speaker or presenter at non-academic meetings in areas of professional competence; serving as a leader or member of a task force or committee providing service to local, state, regional, national, or international organizations; serving as an unpaid and/or paid professional consultant to public or private organizations; delivering indirect or direct health care. Various approaches for documentation of the impact made by the candidate on patient care can be used. The documentation should include a clear description of the type of pharmacy practice offered. The role of the candidate should be discussed, including the individual roles of residents and fellows. The candidate may document their impact on patient care outcomes and whether elements of their program have been transferred to other clinical sites or institutions. Further indicators of success may include the impact on standards of practice, contributions to the body of knowledge in the candidate's area of practice, and honors, awards, or recognition by various professional societies at the local, state, national, and international levels. Additional documentation can include the frequency and type of consultations sought, letters from administrators, physicians, other clinical practitioners, and co-workers; and patient satisfaction data and other quality metrics.

The complete dossier is forwarded when the review moves beyond the college. The documentation of teaching is forwarded along with the dossier. The documentation of scholarship and service is for use during the college review only, unless reviewers at the university levels specifically request it.

Appointments, Promotion, and Tenure (APT) Document

Candidates must indicate the APT document under which they wish to be reviewed. A candidate may be reviewed using the college's current APT document, or they may elect to be reviewed under either (a) the APT document that was in effect on their start date, or (b) the APT document that was in effect on the date of their last promotion (or last reappointment in the case of clinical/teaching and research faculty), whichever of these two latter documents is the more recent. However, for tenure track faculty the current APT document must be used if the letter of offer or last promotion, whichever is more recent, was more than 10 years before April 1 of the review year.

If a candidate wishes to be reviewed under an APT other than the current approved version available here, a copy of the APT document under which the candidate has elected to be reviewed must be submitted when the dossier is submitted to the college.

External Evaluations (see also External Evaluations below)

If external evaluations are required, candidates are responsible for reviewing the list of potential external evaluators developed according to college guidelines. The candidate may add no more than three additional names but is not required to do so. The candidate may request the removal of no more than two names. The dean decides whether removal is justified.

b. Division Chair Responsibilities

The responsibilities of the division chair in the College of Pharmacy during promotion and tenure reviews are as follows:

- Provide suggestions for external reviewers to the APT Committee and the Dean's office by April 1st.
- Provide an independent written evaluation and recommendation for each candidate. This letter should summarize achievements in teaching, scholarship, clinical practice, outreach, and service that reflect the criteria for which the candidate is seeking promotion or reappointment and should explicitly state the degree of success or failure on the part of the candidate in meeting yearly goals in the areas of teaching, scholarship, clinical practice, outreach and service that were established by the division chair and candidate. This letter is expected to provide an assessment of the faculty candidate and explain whether the candidate has met the effort allocation established by the division chair, along with reporting the achievement details.
- The division chair's letter of evaluation must be completed by August 1st. This letter is advisory to the dean and will not be shared with the eligible faculty.
- If the candidate for promotion and tenure is a division chair, the dean fulfills or delegates the roles of the division chair.

c. Appointments, Promotion and Tenure Committee Responsibilities

The responsibilities of the APT Committee are as follows:

- Review this APT document annually at an APT committee meeting held in August and recommend proposed revisions to the faculty.
- Consider annually, by March 31st, requests from faculty members seeking a non-mandatory review in the following academic year and to decide whether it is appropriate for such a review to take place. Only professors on the committee may consider promotion review requests to the rank of professor. A two-thirds majority of those eligible to vote on a request must vote affirmatively for the review to proceed.
    - The committee bases its decision on assessment of the record as presented in the faculty member's CV and on a determination of the availability of all required documentation for a full review (student and peer evaluations of teaching). Lack of the required documentation is necessary and sufficient grounds on which to deny a non-mandatory review.

- A tenured faculty member may be denied a formal promotion review under Faculty Rule 3335-6-04A(3) only once. Faculty Rules 3335-7-08 and 3335-7-36 make the same provision for non-probationary clinical/practice and research faculty, respectively. If the denial is based on lack of required documentation and the faculty member insists that the review go forward in the following year despite incomplete documentation, the individual should be advised that such a review is unlikely to be successful.

- A decision by the committee to permit a review to take place in no way commits the eligible faculty, the dean, or any other party to the review to making a positive recommendation during the review itself.

- Annually, in late spring through early autumn semester, provide administrative support for the promotion and tenure review process as described below.

  - **By the 2nd week of April:** Select from among its members a Procedures Oversight Designee who will serve in this role for the following year. The Procedures Oversight Designee cannot be the same individual who chairs the committee. The Procedures Oversight Designee's responsibilities are described here.

  - **By the 2nd week of May**: Suggest names of external evaluators to the dean. The external evaluators will be drawn predominantly from the lists of peer and aspirational peer programs (see Section VI.B.4 below) with input from the division chair. Justification will be provided in cases when a suggested evaluator is from a program not included on these lists.

  - **Early May:** Review candidates' dossiers for completeness, accuracy (including citations), and consistency with Office of Academic Affairs requirements; and work with candidates to assure that needed revisions are made in the dossier before the formal review process begins. Meet with each candidate for clarification as necessary and provide the candidate an opportunity to comment on his/her/their dossier. This meeting is not an occasion to debate the candidate's record.

  - **By October 1:** Provide a written evaluation and recommendation to the dean in the case of joint appointees from another tenure-initiating unit. The full eligible faculty does not vote on these cases since the college's recommendation must be provided to the other tenure-initiating unit substantially earlier than the committee begins meeting on this college's cases.

  - **By October 1:** A primary reviewer is assigned to prepare a brief overview of the candidate's performance in teaching, scholarship, practice or outreach (if relevant) and service to provide to the full eligible faculty prior to the vote at the ballot meeting. The overview is intended to be descriptive rather than evaluative and will take into account the interdisciplinary work of a candidate across multiple units as part of the whole work, especially if the candidate has a joint appointment in another unit or is a member of a Discovery Theme.

  - **November:** The APT chair will preside over the Committee of Eligible Faculty's discussion of each case and will be responsible for revising the draft analysis of

each case following the meeting of the full eligible faculty. The final report will include the faculty vote and a summary of the faculty perspectives expressed during the meeting. The completed written evaluation and recommendation will be forwarded to the dean within one week of the faculty vote.

- **After Dean shares APT Committee and Dean's Summary letters with candidate:** Provide a written response, on behalf of the eligible faculty, to any candidate comments that warrant response, for inclusion in the dossier.

d. Eligible Faculty Committee Responsibilities

The responsibilities of the members of the Committee of Eligible Faculty are as follows:

- To review thoroughly and objectively every candidate's dossier in advance of the meeting at which the candidate's case will be discussed.
- To attend all eligible faculty meetings except when circumstances beyond one's control prevent attendance; to participate in discussion of every case; and to vote.
- Only those eligible to vote and the dean (as an observer) participate in any meeting of the Committee of Eligible Faculty in reviews of appointment, reappointment, promotion, and tenure. If the dean is unable to attend as an observer, they may send a designate.
- Faculty need to be present either in person or remotely for the entire discussion to vote on tenure and/or promotion.
- At the meeting of the Committee of Eligible Faculty, the member of the APT Committee assigned as primary reviewer will lead the discussion of the candidate's qualifications and achievements in the areas of teaching, research, scholarship and service. Members of the committee will vote by secret ballot on the recommendation for reappointment, promotion and/or tenure. All deliberations and voting of the Committee of Eligible Faculty are confidential.

e. Dean Responsibilities

The responsibilities of the dean are as follows:

- **Early February:** Determine whether a candidate is authorized to work in the United States and whether a candidate now, or in the future, will require sponsorship for an employment visa or immigration status. For tenure-track assistant professors, the dean will confirm that candidates are eligible to work in the United States. Candidates who are not U.S. citizens or nationals, permanent residents, asylees, or refugees will be required to sign an MOU at the time of promotion with tenure.
- **By 3rd week of May**: Solicit external evaluations from a list including names suggested by the Appointments, Promotion and Tenure Committee, the division chair, and the candidate. (Also see External Evaluations below.)

- **By October 15:** Review faculty with budgeted joint appointments whose primary appointment is in this college. The TIU head from the joint appointment unit must provide a letter of evaluation to the dean of this college. The input should be in the form of a narrative commenting on faculty duties, responsibilities, and workload; on any additional assignments; and on impact of the work of the individual in the field of the joint unit.

- **By Mid-October:** Make each candidate's dossier available in an accessible place for review by the eligible faculty at least two weeks before the meeting at which specific cases are to be discussed and voted.

- Charge each member of the Committee of Eligible Faculty to conduct reviews free of bias and based on criteria.

- Remove any member of the eligible faculty from the review of a candidate when the member has a conflict of interest but does not voluntarily withdraw from the review.

- Attend the meetings of the eligible faculty at which promotion and tenure matters are discussed and respond to questions raised during the meeting. At the request of the eligible faculty, the dean will leave the meeting to allow open discussion among the eligible faculty members.

- **Within three weeks of faculty vote:** Provide an independent written evaluation and recommendation for each candidate, following receipt of the eligible faculty's completed evaluation and recommendation.

- **Within three weeks of faculty vote:** If necessary, meet with the eligible faculty to explain any recommendations contrary to the recommendation of the committee.

- **Within three weeks of faculty vote:** Inform each candidate in writing after completion of the college review process:

    - of the recommendations by the eligible faculty and dean;
    - of the availability for review of the written evaluations by the eligible faculty and dean; and
    - of the opportunity to submit written comments on the above material, **within ten calendar days from receipt of the letter from the dean**, for inclusion in the dossier. The letter is accompanied by a form that the candidate returns to the dean, indicating whether he/she/they will submit comments.

- **Within one week of receiving candidate response letter:** Provide a written response to any candidate comments that warrant response for inclusion in the dossier.

- **By 1st Friday in January:** Forward the completed dossier to the Office of Academic Affairs.

- Receive the Appointment, Promotion and Tenure Committee's written evaluation and recommendation of candidates who are joint appointees from other TIUs, and forward this material, along with the dean's independent written evaluation and recommendation, to the head of the other TIU by the date requested.

2. Procedures for Associated Faculty

Adjunct faculty, associated faculty with tenure-track titles, and associated clinical faculty for whom promotion is a possibility follow the promotion guidelines and procedures detailed in Section VI.B above, with the exception that the review does not proceed to the executive vice president and provost if the dean's recommendation is negative.

However, should a recommendation from the dean be positive, that decision shall proceed to the executive vice president and provost.

3. External Evaluations

The College of Pharmacy will seek external evaluations predominately from evaluators in the following peer and aspirational peer pharmacy programs:

- University of North Carolina – Chapel Hill
- University of California – San Francisco
- University of Michigan
- University of Florida
- University of Kentucky
- University of Minnesota
- University of Texas – Austin
- Purdue University
- University of Pittsburgh
- University of Wisconsin – Madison
- University of California – San Diego
- University of Southern California
- University of Washington
- University of Colorado – Denver
- University of Georgia
- University of Illinois – Chicago
- University of Maryland – Baltimore
- Virginia Commonwealth University
- University of Iowa
- University of Kansas

Justification will be provided in each case when a suggested evaluator is from a program not included on this list.

External evaluations of scholarly activity and research are obtained for all promotion reviews in which scholarship must be assessed. These include all tenure-track faculty promotion and tenure or promotion reviews and all research faculty promotion reviews. External evaluations of scholarly activity and research are not obtained for clinical/teaching or associated faculty

unless the faculty member has been involved in a significant amount of scholarship. The decision to seek external evaluations for a clinical/teaching or associated faculty member will be made by the dean after consulting with the candidate, the candidate's division chair, and the chair of the Appointments, Promotion and Tenure Committee.

A conflict of interest for external reviewers exists if the reviewer is or has been to the candidate: a) a thesis, dissertation, or postdoctoral advisee/advisor; b) a research collaborator, which includes someone who has been a coauthor on a publication within the past 3 years, including pending publications and submissions; c) a collaborator on a project within the past 3 years, including current and planned collaborations; d) in a consulting/financial arrangement with the candidate within the past 3 years, including receiving compensation of any type (e.g., money, goods, or services); e) a relative or close personal friend; or f) in any relationship, personal or professional, that could reduce the reviewer's objectivity. Also excluded are reviewers from the same institution, or those who had previous employment in the same institution within the past 12 months, or those who are being considered for employment at that institution.

A minimum of five credible and useful evaluations must be obtained. A credible and useful evaluation:

- Is written by a person highly qualified to judge the candidate's scholarship (or other performance, if relevant) who is not a close personal friend, former academic advisor or post-doctoral mentor of the candidate, or someone who has collaborated extensively with the candidate or is currently collaborating with the candidate (see description of conflict of interest for external reviewers just above). Qualifications are generally judged on the basis of the evaluator's expertise, record of accomplishments, and institutional affiliation. This college will solicit evaluations only from professors with institutional affiliations predominately in the programs listed above. In the case of an assistant professor seeking promotion to associate professor with tenure, a minority of the evaluations may come from associate professors.

- Provides sufficient analysis of the candidate's performance to add information to the review. A letter's usefulness is defined as the extent to which the letter is analytical as opposed to perfunctory. Under no circumstances will "usefulness" be defined by the perspective taken by an evaluator on the merits of the case.

Since the college cannot control either who agrees to write or the usefulness of the letters received, more letters are sought than are required, and they are solicited no later than the beginning of June prior to the review. This timing allows additional letters to be requested should fewer than five useful letters result from the first round of requests.

As described above, a list of potential evaluators is assembled by the Appointments, Promotion and Tenure Committee, the division chair, and the candidate. If the evaluators suggested by the candidate meet the criteria for credibility, a letter is requested from at least one of those persons. Faculty Rule 3335-6-04 requires that no more than half the external evaluation letters in the dossier be written by persons suggested by the candidate. In the event that the person(s) suggested by the candidate do not agree to write, neither the Office of Academic Affairs nor this college requires that the dossier contain letters from evaluators suggested by the candidate.

The college follows the Office of Academic Affairs suggested format for letters requesting external evaluations. A sample letter for tenure-track and research faculty can be found here. A sample letter for clinical/teaching faculty can be found here.

Under no circumstances may a candidate solicit external evaluations or initiate contact in any way with external evaluators for any purpose related to the promotion review. If an external evaluator should initiate contact with the candidate regarding the review, the candidate must inform the evaluator that such communication is inappropriate and report the occurrence to the dean, who will decide what, if any, action is warranted (requesting permission from the Office of Academic Affairs to exclude that letter from the dossier). It is in the candidate's self-interest to assure that there is no ethical or procedural lapse, or the appearance of such a lapse, in the course of the review process.

All solicited external evaluation letters that are received must be included in the dossier. If concerns arise about any of the letters received, these concerns may be addressed in the dean's written evaluations or brought to the attention of the Office of Academic Affairs for advice.

VII. Promotion and Tenure and Reappointment Appeals

Faculty members who believe they have been evaluated improperly for tenure, promotion, or reappointment may appeal a negative decision to the University Senate Committee on Academic Freedom and Responsibility.

Performance that is adequate for annual reappointment may not be adequate for the granting of promotion or tenure with promotion for faculty on the tenure track or, in the case of clinical/teaching or research faculty, for securing a reappointment.

Faculty Rule 3335-6-05 sets forth general criteria for appeals of negative promotion and tenure decisions.

Appeals alleging improper evaluation are described in Faculty Rule 3335-5-05.

Disagreement with a negative decision is not grounds for appeal. In pursuing an appeal, the faculty member is required to document the failure of one or more parties to the review process to follow written policies and procedures.

VIII. Seventh-Year Reviews

Faculty Rule 3335-6-05 sets forth the conditions of and procedures for a Seventh-Year Review for a faculty member denied tenure as a result of a sixth-year (mandatory tenure) review.

IX. Procedures for Student and Peer Evaluation of Teaching

A. Student Evaluation of Teaching

Use of the Student Evaluation of Instruction (SEI) is required in every course offered in this college and SEIs will be conducted via an anonymous university wide electronically delivered survey. Faculty should inform students when SEIs for their course will be available. The faculty member must leave the classroom during the time allotted for completing the evaluation. Faculty should also inform students that the feedback provided in the evaluations

is used both for performance reviews and to provide feedback that can be used in future teaching and course design/delivery.

B. Peer Evaluation of Teaching

The division chair oversees the college's peer evaluation of teaching process.

Annually, the division chairs request faculty members to review faculty. Reasonable efforts are made to distribute service among the senior faculty from year to year in order to support and encourage attention to the quality of teaching in the college. Although there is no presumption that a peer reviewer must be of equal or higher rank than the faculty member being reviewed, such a model will be followed to the extent possible.

The responsibilities of the peer reviewers are as follows:

- Review the teaching of probationary tenure-track, clinical/teaching, and associated faculty at least once per year with the goal of assessing teaching at all the levels of instruction to which the faculty member is assigned.

- Review the teaching of tenured associate professors and non-probationary assistant clinical/teaching professors, non-probationary associate clinical/teaching professors, non-probationary clinical assistant professors of practice, and non-probationary clinical associate professors of practice at least once every other year, with the goal of assessing teaching at all the levels of instruction to which the faculty member is assigned over a six year period and of having at least four peer reviews of teaching before the commencement of a promotion review.

- Review the teaching of tenured professors and non-probationary clinical/teaching professors and non-probationary clinical professors of practice at least once every fifth year with the goal of assessing teaching at all the levels of instruction to which the faculty member is assigned during the year of the review.

- Review, upon the dean’s request, the teaching of any faculty member not currently scheduled for review. Such reviews are normally triggered by low or declining student evaluations or other evidence of the need for aiding in improving teaching.

- Review the teaching of a faculty member not currently scheduled for review, upon that individual's request, to the extent that time permits. Reviews conducted at the request of the faculty member are considered formative only. The division chair is informed that the review took place, but the report is given only to the faculty member who requested the review. Faculty seeking formative reviews should also seek the services of the Michael V. Drake Institute for Teaching and Learning.

Reviews conducted upon the request of the dean or the faculty member focus on the specific aspects of instruction requested by the dean or faculty member and may or may not include class visitations.

Regularly scheduled peer teaching evaluations (the first three situations listed above) are comprehensive and should include, in addition to class visitation, review of course syllabi and

related instruction materials. The peer reviewer should meet with the candidate to establish a time for the visit and to understand the goals of the course and the candidate's teaching philosophy.

In observing the course and reviewing the syllabus and other materials, the peer reviewer should focus on such issues as the appropriateness of the course design given the goals and level of the course, the quality and effectiveness of the instructional materials and assessment tools, and the appropriateness of the approach relative to current disciplinary knowledge. At the conclusion of the class visits, the reviewer meets with the candidate to give feedback and submits a written report to the Associate Dean for Assessment, copied to the candidate and the candidate's division administrator. The candidate may provide written comments on this report and the reviewer may respond if desired. The reports are included in the candidate's promotion and tenure dossier.