

Promotion and/or Tenure Guidelines

Introduction

The purpose of this document is to specify the processes for obtaining promotion and/or tenure at the Ben and Maytee Fisch College of Pharmacy (FCOP) at The University of Texas at Tyler. Faculty appointments, reappointments, promotions recommendation for tenure, and non-reappointments at the FCOP are governed by The University of Texas System Regents' Rules and Regulations (<https://www.utsystem.edu/offices/board-regents/regents-rules-and-regulations>) and are consistent with the provisions described in Series 300 Faculty and Academic Policies of The University of Texas at Tyler's Handbook of Operating Procedures (<https://www.uttyler.edu/hop/>), and the FCOP guidelines.

The primary areas of responsibility and performance expectations of faculty members in both the Pharmaceutical Sciences and Clinical Sciences Departments of the FCOP are generally categorized into the areas below:

- teaching;
- research and scholarly activity;
- service (academic, professional, community service, and clinical service for the full-time faculty members of the Clinical Sciences Department);
- clinical practice (for Clinical Sciences faculty); and
- collegiality.

The primary criteria for appointment, reappointment, promotion, and/or tenure within the FCOP are based on an evaluation of the faculty member meeting the responsibilities and performance expectations in the above areas. Additional responsibilities of faculty members may include advising the administration on new faculty hiring, and promotion and tenure of faculty, and active contribution at the Department, College and University levels.

The responsibility and authority for recommending initial appointments in rank and reappointments for all FCOP faculty resides with the Dean of the FCOP in consultation with the appropriate Department Chair. Recommendations are forwarded to the Provost and Vice President for Academic Affairs in accord with sections 3.1.1 Faculty Qualifications, 3.1.2 Recruitment and Appointment – Full-Time Faculty, and 3.1.3 Academic Titles of the Handbook of Operating Procedures.

Section 3.1.1 Faculty Qualifications

(<http://catalogs.uttyler.edu/en/UTTyler/HOP/Series-300-Faculty-and-Academic-Policies/3-1-1-Faculty-Qualifications>)

Section 3.1.2 Recruitment and Appointment – Full-Time Faculty

(<http://catalogs.utt Tyler.edu/en/UTTyler/HOP/Series-300-Faculty-and-Academic-Policies/3-1-2-Recruitment-and-Appointment-Full-Time-Faculty>)

Section 3.1.3 Academic Titles

(<http://catalogs.utt Tyler.edu/en/UTTyler/HOP/Series-300-Faculty-and-Academic-Policies/3-1-3-Academic-Titles>)

Teaching

Definitions and Expectations

Faculty members should strive for the highest levels of teaching effectiveness and competence at all levels of instruction. Faculty members with teaching responsibilities will be promoted and/or tenured when there is clear evidence of effective performance in their teaching role. Faculty members must demonstrate mastery of their subject matter, organize teaching materials, communicate effectively to students, and demonstrate continuous growth in their subject field.

Faculty members must have a consistent pattern of effectiveness in teaching. Promotion and/or tenure is not granted unless the faculty member is deemed to be a strong teacher and demonstrates a commitment to lifelong improvement in his or her teaching skills. Evaluation of teaching is based on a combination of systematic and on-going evaluations, including:

- feedback by students in courses taught by the faculty;
- peer evaluations, and;
- evaluation by the faculty member's Department Chair.

FCOP peer evaluations of teaching should be based both on classroom observations and on review of course syllabi, texts, assigned reading, examinations, and class materials. Where possible, evaluation is enhanced by evidence of student learning.

Documentation of Teaching Accomplishments:

Faculty members must provide evidence of contribution to teaching effectiveness by documentation of teaching activities in the Department and College related to the faculty member's area of expertise. In joint teaching endeavors, the evidence should specify the extent of each person's contribution.

Examples of documentation include, but are not limited to:

- peer evaluations by University colleagues and supervisors;
- evaluation by student questionnaires designed to reflect teaching effectiveness and creativity;
- development of innovative courses, preparation of innovative teaching materials or instructional techniques;
- creative contributions to an instructional program, including development or significant revision of curriculum or course of study;
- leadership within the faculty for curriculum development;
- successful direction of individual Doctor of Pharmacy candidates in such areas as independent studies, special student projects, and formal or informal student seminars;
- evidence of innovation in teaching methods, course content, other learning experiences, curriculum development or revision, or contributions to educational theory;

- evidence that contributions to teaching are being adopted or are affecting teaching programs at other institutions; and
- evidence of impact on the professional careers of former students and colleagues and mentoring junior faculty.

Research and Scholarly Activity

Definitions and Expectations

The College and University recognizes a faculty member's responsibility to conduct scholarship through activities that involve the active pursuit and dissemination of new ideas and knowledge. According to the Institute of Medicine, research is defined as "a systematic investigation, including development, testing and evaluation, designed to develop or contribute to generalizable knowledge." Scholarship related research results are demonstrated by characteristics such as peer review affirmation.

While recognizing the variations among sub-disciplines in the FCOP and allowing for individual faculty member's differences in research style and methods, research outcomes may include studies that involve laboratory work, fieldwork, clinical interventions, and other sources of new information. Research collaborations with colleagues at other institutions (e.g., colleges, universities, national laboratories, and industry) are also recognized as valuable contributions to scholarship.

For promotion and/or tenure to be granted, faculty members must have established a strong, consistent, and progress program of research and scholarly activity and must evidence a commitment to continue making contributions throughout his or her career.

All faculty members of the FCOP are expected to publish in peer-reviewed journals. Tenure-track faculty members are expected to conduct and publish original research, to obtain independent extramural research funding and are encouraged to engage in other scholarly activities, and demonstrate potential as an independent investigator.

Other forms of scholarship may provide supportive evidence of productivity (e.g., presentations, awards, etc.) and may support the faculty member's case for tenure and/or promotion, but cannot substitute for publication in peer-reviewed journals. Written work that is not peer-reviewed may be included in faculty member's dossier, but by itself is insufficient evidence of proficiency in scholarly activity.

Documentation of Research and Scholarly Activities:

Faculty members should provide evidence of contribution to research and scholarly activities by documentation. In joint endeavors, the evidence should specify the extent of each person's contribution. Examples of documentation of research and scholarly activities include, but are not limited to:

- publication of scholarly works in the areas of discovery, integration, application, and teaching and learning;¹

¹ Boyer, EL (1990) *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ, The Carnegie Foundation for the Advancement of Teaching

- presentations at regional, national and/or international conferences or professional meetings;
- invention disclosures and/or patent applications; and
- grant applications to various sources such as federal and state agencies, foundations, company (note: grant applications to the College and/or University may be included in a faculty member's dossier, but by itself are insufficient evidence of proficiency in scholarly activity).

Service: Academic and Professional and/or Community Organizations

Definitions and Expectations

Service is a valuable faculty activity. Service is essential to the FCOP's success in meeting its mission and is considered in granting promotion and/or tenure.

Academic Service

Academic service is oriented to the needs of the FCOP. Academic service primarily relates to administrative responsibilities in the Department, College, and University. Examples of academic service include, but are not limited to:

- being elected and/or appointed membership and/or leadership in committees within the Department, College, or University;
- advising individual students and/or recognized student organizations;²
- participation in mentorship programs for faculty and Doctor of Pharmacy student candidates;
- participation in the annual admissions and interview processes;
- participation in the peer review of teaching;
- serving as an external evaluations of grant applications;
- serving as an external reviewer for master's thesis or doctoral dissertation defenses;
- serving as a program reviewer for an accrediting body;
- serving as a reviewer for books, manuscripts, grant proposals, and/or educational services;
- serving as a reviewer for peer-reviewed manuscripts, posters, and/or oral presentations; and
- dossier reviewer for promotion and/or tenure.

Professional and Community Service

Faculty members of the FCOP should make meaningful contributions as professional service, to support and sustain the quality and effectiveness of their disciplines. Community service is performed by faculty members for the benefit of the public or its institutions. Examples of professional and community service include, but are not limited to:

- service and leadership in professional organizations (e.g., serving on a committee or board);
- service on practice site committees or workgroups;
- serving as an editorial board member of a scientific or academic journal;

² Advising: The formal and informal advising and mentoring of students is an indispensable component of the broader educational experience at the College. Faculty members must be committed to the welfare of students, both inside and outside of the College. Effective advising helps create an environment that supports student learning and student retention. Faculty advising may take the form of assisting students in the selection of elective courses or career choices, serving as faculty adviser with student groups and student organizations, assisting students in educational programs, and general guidance during their academic career. For promotion and/or tenure, performance in such activities is evaluated and must be documented.

- service to underserved populations;
- outreach to schools, admissions offices, alumni groups, and the broader community in a professional capacity; and
- engaging in University sponsored programs.

Documentation of Service Accomplishments:

Faculty members should provide evidence of contribution to academic and professional service by documentation of service to the Department, College and University. In joint service endeavors, the evidence should specify the extent of each person's contribution. An outline for reporting service activities may include, but is not limited to:

- organization for which the service was performed;
- type of service performed;
- duration of service and the amount of time in service activity;
- role played by the faculty member as part of the service activity;
- the accomplishments of service activity (e.g., impact and significance);
- honors or awards received as a result of service activity;
- evidence that service activities contributed in a meaningful way to the Department, College, University, or professional organization;
- evidence that service has had a positive effect on the local community, state, or national level; and
- grants and contracts received to provide service;

Clinical Practice

Clinical department faculty members are expected to establish and maintain or support a practice site that will serve as a platform for teaching and scholarly activities. The faculty member must demonstrate competence in their chosen area of pharmacy practice. Demonstration of competency will be evaluated by peer clinical faculty. Example criteria for the evaluation of clinical practice competency may include the following:

- establishment of innovative pharmacy practice sites;
- development and delivery of pharmacotherapy related topics to student pharmacist, pharmacist and/or other health care providers;
- provision of patient-centered high quality team-based care which leads to optimized outcomes;
- commitment to continued learning and clinical competency enhancement through attendance at local, national, and international continuing education seminars and conferences;
- attainment of specialty and/or board certification; and
- service on committees or as a consult in areas of clinical expertise.

Collegiality

The FCOP defends the concept of academic freedom, which assures each faculty member the freedom to criticize and advocate changes in existing theories, beliefs, programs, and policies. Collegiality is a professional, not personal, criterion relating to the performance of duties within the FCOP and

University. Collegiality should not be confused with sociability, likability, or conformity to certain views. Examples of collegiality include, but are not limited to:

- attending and contributing to meetings within the Department, College, University, and/or other academic organizations;
- actions and attitudes that are consistent with the Departmental and FCOP mission, vision, values, and goals;
- willingness to engage in shared governance;
- maintaining a high level of professional integrity;
- being respectful of the opinions of others;
- maintaining civility during conversations and discussions; and
- sharing fiscal, time, and facilities resources so that others benefit as well.

Instead, collegiality addresses such issues as the faculty member's compatibility with departmental missions and goals, and ability and willingness to work cooperatively, a willingness to engage in shared governance, and maintain a high level of professional integrity. Examples of collegiality include timeliness to meetings, meeting established deadlines, engaging in dialog in a civil and respectful manner, and sharing fiscal, time, and facilities resources so that others benefit as well.

Procedures for Promotion and Tenure

The guidelines adopted by the FCOP are consistent with the provisions described in The University of Texas at Tyler's Handbook of Operating Procedures listed below:

Section 3.1.3 Academic Titles

(<http://catalogs.uttyler.edu/en/UTTyler/HOP/Series-300-Faculty-and-Academic-Policies/3-1-3-Academic-Titles>).

Section 3.3.4 Tenure

(<http://catalogs.uttyler.edu/en/UTTyler/HOP/Series-300-Faculty-and-Academic-Policies/3-3-4-Tenure>)

Section 3.3.5 Promotion

(<http://uttyler.smartcatalogiq.com/en/UTTyler/2015-2016-HOP/Series-300-Faculty-and-Academic-Policies/3-3-5-Promotion>).

Promotion and/or Tenure Dossier

([Guidelines for Preparing Tenure and/or Promotion Dossier Using Faculty 180](#))

It is the responsibility of all faculty to be aware of all College, University, and The University of Texas System rules and regulations regarding promotion and/or tenure. The faculty member who is to be considered begins compiling his or her files in a timely manner in consultation with the Department Chair.

Promotion and/or tenure policies set by the College, University, and/or The University of Texas System may change during a faculty member’s probationary period. The faculty member will be notified of such changes and will be expected to meet any new guidelines unless otherwise notified in writing by the Dean.

Failure to meet the expectations may result in a negative promotion and/or tenure recommendation. However, meeting or exceeding the expectations does not automatically guarantee a positive promotion and/or tenure recommendation or decision. Instead, these expectations are intended to provide guidance to faculty members as they move through the promotion and/or tenure process.

Tenure Criteria

To be tenured, faculty must achieve a strong record in both teaching and research/scholarship. The faculty member further is expected to demonstrate outstanding achievement in one of these areas. The faculty member is also expected to have a satisfactory record of service to the University, profession, and society. In addition to demonstrating quality in these traditional areas, the candidate for tenure must also demonstrate professional collegiality.

Promotion Criteria

The scale below will be used to rate faculty accomplishments in each of the four areas: teaching, scholarship, service, clinical practice (Clinical Sciences faculty) and collegiality.

<u>Rating</u>	<u>Description</u>
Exceeds Expectations (Outstanding)	Reflects a clear and significant level of accomplishment beyond what is normal for the institution, discipline, college, faculty rank, and type of contractual expectations.
Meets Expectations (Satisfactory/strong)	Reflects a clear and significant level of accomplishment normal for the institution, discipline, college, and faculty rank, and type of contractual expectations.
Does Not Meet Expectations (Needs Improvement)	Indicates a failure beyond what can be considered the normal range of year-to-year variation in performance, but of a character that appears to be subject to correction.
Unsatisfactory (Unsatisfactory)	Fails to meet expectations for the faculty member’s institution, unit, rank, and contractual obligations, or involves professional misconduct, dereliction of duty, or incompetence.

Assistant Professor to Associate Professor and Clinical Assistant Professor to Clinical Associate Professor: Appointment or promotion to the rank of Associate Professor or Clinical Associate Professor is recognition that the faculty member has a clearly defined record of strong teaching and research/scholarship/creative activity, a commitment to continued growth in both activities and a commitment to responsible and conscientious participation in service activities. In addition, promotion from Clinical Assistant Professor to Clinical Associate Professor is recognition that the Clinical Sciences faculty member has a clearly defined record of clinical competency with a commitment to improving patient outcomes.

A strong record of achievement in teaching and research and scholarship requires evidence. Evidence of strong research and scholarship is documented not only through peer-reviewed publications and professional presentations but also through the input of colleagues in the department as well as peer recognition of the candidate's reputation by independent scholars outside of the University.

Promotion to Associate Professor or Clinical Associate Professor requires a rating of *Exceeds Expectations* in one of the two academic areas: teaching and research/scholarship. Promotion also requires a rating of at least *Meets Expectations* the other three areas evaluated for tenure-track faculty. Promotion of Clinical Sciences faculty to Clinical Associate Professor requires a rating of *Meets Expectations* in Clinical Practice.

Associate Professor to Professor and Clinical Associate Professor to Clinical Professor: Promotion to the rank of Professor or Clinical Professor is recognition of demonstrated achievement and distinction over the span of a faculty member's academic career in teaching and research and scholarship. The faculty member must also have actively participated in professional service and been actively involved in department, college and university service. In addition, promotion from Clinical Associate Professor to Clinical Professor is recognition that the Clinical Sciences faculty member has a clearly defined record of clinical competency with a commitment to improving patient outcomes.

Evidence of strong research and scholarship is documented not only through peer-reviewed publications and professional presentations, but also through the input of colleagues in the department as well as peer recognition of the candidate's reputation by independent scholars outside of the University.

Promotion to Professor or Clinical Professor requires a rating of *Exceeds Expectations* in two of the three primary academic areas: (1) teaching, (2) research and scholarship activities, or (3) service with evidence of a high level of national and/or international recognition; additionally promotion requires a rating of at least *Meets Expectations* in other academic areas. The candidate is rated in all four academic areas. Promotion of Clinical Sciences faculty to Clinical Professor requires a rating of *Meets Expectations* in Clinical Practice.

Promotion and/or Tenure Review Process and Timeline

Tenure-Track Faculty. Assistant or Associate Professors without tenure who have tenure-track appointments must begin application for tenure and/or promotion no later than the spring semester of their fifth year. Procedures for the review process are provided in HOP 3.3.4 and 3.3.5. Faculty members must follow the timeline below for tenure and/or promotion. Evaluation of the tenure and/or promotion dossier occurs during the fall and spring semesters of the following academic year. The candidate is generally notified by the end of the spring semester of the decision regarding the granting of tenure and/or promotion in rank.

Non-tenure Track Faculty. Clinical Assistant or Clinical Associate Professors do not have a defined timeline where promotion to the next academic rank must occur. However, the timeframe between advances in rank is generally five years. Faculty members must follow the timeline below for evaluation

of promotion dossier. Evaluation of the promotion dossier occurs during the fall and spring semesters of the following academic year. The candidate is generally notified by the end of the spring semester of the decision regarding the granting of promotion in rank.

Timeline of Important Dates

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| April 1 | Candidate submits written request for consideration for promotion and/or tenure to the Department Chair. |
| April 15 | Department Chair responds to request. |
| May 1 | Candidate provides the Department Chair with the names of at least five potential reviewers along with their credentials and a clarifying statement of prior contact with the reviewers indicating any real, perceived, or potential conflicts of interest. |
| May 15 | Department Chair compiles a list of at least five additional reviewers and submits candidate's list and Department Chair's list to the Dean. |
| June 1 | Dean selects at least five names from the lists.
To the Department Chair, the candidate submits his/her dossier (see: Guidelines for Preparing Tenure and/or Promotion Dossier Using Faculty 180) including an <u>executive summary</u> of teaching, research and scholarship, clinical practice (Clinical Science Faculty only) and service responsibilities <u>since arriving</u> at the University. |
| July 1 | Department Chair contacts external reviewers on list and sends appropriate letters and accompanying materials to the reviewers. |
| September 15 | Candidate submits dossier to the Department Chair.
Reviewers submit letters of recommendation to the Department Chair. |
| September 30 | Department Chair adds the reviewers' letters to the dossier and forwards dossier to the appropriate department committee. |

The Pharmaceutical Sciences Promotion and/or Tenure Committee is composed of all tenured faculty in the Pharmaceutical Sciences Department, excluding the Department Chair and/or Dean. Where promotion from Associate Professor with tenure to Professor with tenure is considered, the Committee is composed of only those faculty holding the rank of Professor with tenure, excluding the Department Chair and/or Dean. Where there are fewer than three eligible faculty in a department to serve on the committee, the Dean, in consultation with the candidate, will select eligible faculty from similar or related departments at the University.

The Clinical Sciences Promotion in Rank Committee is composed of all faculty in the Clinical Sciences Department, excluding the Department Chair and/or Dean, holding rank equivalent to or higher than the rank to which the candidate is applying for promotion. Where there are fewer than three eligible faculty in a department, the Dean, in consultation with the candidate, will select eligible faculty from similar or related departments at the University.

Note: The FCOP does not use a college-wide committee to evaluate and make recommendations on promotion and/or tenure. Instead, each department committee functions independently to evaluate the promotion and/or tenure of its faculty members.

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| November 15 | Departmental Committee completes its review and recommendation to the Department Chair. |
| December 1 | Department Chair completes review and recommendation to the Dean. |
| December 15 | Dean completes review and recommendation. |
| December 31 | Materials forwarded to the Provost and Vice President for Academic Affairs. |

Decisions on promotion are typically made prior to June, and decisions on tenure are typically made in August by the Board of Regents of the University of Texas System.

Probationary Period

The guidelines adopted by the College are consistent with the provisions described in The University of Texas at Tyler's Handbook of Operating Procedures:

Section 3.3.3 Probationary Period

(<http://uttyler.smartcatalogiq.com/en/UTTyler/2015-2016-HOP/Series-300-Faculty-and-Academic-Policies/3-3-3-Probationary-Period>)

Pre-Tenure Review

During the summer of the third year in rank at the FCOP, Assistant Professors and Associate Professors without tenure who have tenure-track appointments are required to receive a comprehensive review by the Chair of their Department. This review is to help identify the faculty member's strengths and weaknesses relevant to the promotion and tenure process. The format of the review is determined by the Department's Promotion and Tenure Committee and shall involve tenured faculty (Associate Professors and Professors) and the Department Chair.

More information on the purpose of the Pre-Tenure review can be found in Section D.4. of 3.3.3 Probationary Period policy in the Handbook of Operating Procedures.

Pre-Tenure Review: Important Dates and Activities

April 1	Candidate submits written request for consideration for promotion and/or tenure to the Department Chair.
April 15	Department Chair responds to request.
May 1	Candidate provides the Department Chair with the names of at least five potential reviewers along with their credentials and a clarifying statement of prior contact with the reviewers.
May 15	Department Chair compiles a list of at least five additional reviewers and submits candidate's list and Department Chair's list to the Dean.
June 1	Dean selects at least five names from the lists. Candidate submits curriculum vita, reprints and representations related to scholarship, and a summary of teaching and service responsibilities since arriving at the University to the Department Chair.
July 1	Department Chair contacts external reviewers on list and sends appropriate letters and accompanying materials to the reviewers.
September 15	Candidate submits dossier to the Department Chair. Reviewers submit letters of recommendation to the Department Chair.
September 30	Department Chair adds the reviewers' letters to the dossier and forwards dossier to the Department Promotion and/or Tenure Committee (Pharmaceutical Sciences) or Department Promotion Committee (Clinical Sciences).
November 15	Departmental Committee completes its review and recommendation to the Department Chair.
December 1	Department Chair completes review and recommendation to the Dean.
December 15	Dean completes review and recommendation.
December 31	Materials forwarded to the Provost and Vice President for Academic Affairs.

Periodic Review of Tenured Faculty

The review of tenured faculty members will follow the policy and guidelines described in The University of Texas at Tyler's Handbook of Operating Procedures:

Section 3.3.6 Periodic Performance Evaluation of Tenured Faculty

(<http://uttyler.smartcatalogiq.com/en/UTTyler/2015-2016-HOP/Series-300-Faculty-and->

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