A. INTRODUCTION

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

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

When a new faculty member is employed, the Department Chair will give the faculty member the most recent Board of Trustees-approved version of the University of New England Faculty Handbook and the faculty approved College of Pharmacy Faculty Handbook. The Department Chair will meet with the new faculty member to discuss these standards and protocols and specifically advise the new faculty member on the explicit criteria for promotion within the Department. Furthermore, every faculty member will receive a written annual review conducted by the Department Chair according to the defined policies of the University and College of Pharmacy Handbooks. However, it is ultimately the responsibility of the individual faculty member to be aware of the criteria and standards for promotion.

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

B. CLASSIFICATIONS AND RANKS

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

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

2. Non-tenure teaching and clinical track faculty will be evaluated by their teaching and service. Reappointment and promotion will be based on demonstrated
excellence in teaching and service. Scholarship is encouraged on this track and effort in scholarship may be negotiated and documented with the Chair and Dean at time of hire.

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

**C. CRITERIA FOR EXCELLENCE**

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

1. **TEACHING**

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

Teaching in academic pharmacy comprises activities from four primary areas: 1. Didactic teaching of students (e.g. lectures, small group facilitation, laboratory instruction, continuing education courses, grand rounds, professional development programs); 2. Clinical teaching and mentorship (e.g. teaching in the clinic or hospital including clinical precepting, bedside teaching, bedside simulations); 3. Teaching leadership role (e.g. residency or fellowship director, course or seminar) and 4. Process for teaching may include lead ‘teacher’ role, giving and receiving instructional feedback, staff development, directing educational or scientific research projects, capstone course, research thesis and/or dissertation direction, role modeling, mentoring, interdisciplinary collaboration, staying current in focused area of teaching expertise, participating in continuing education offerings.

a. **Credentialing:**

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

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

b. Areas for Evaluation of Excellence

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

c. Teaching Documentation

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

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

a. Academic/Professional Service

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

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

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

c. Academic/Professional Service: Documentation

Please note that this list is only given for guidance and should not be considered as being neither inclusive nor exclusive

1. Contribution to College or University standing committees, including ad hoc advisory groups
2. Advising students
3. Faculty advisor to student organizations
4. Faculty or student mentoring
5. Service to the public as it relates to the candidate’s professional expertise.
6. Performance of administrative responsibilities
7. Education to the community at large
8. Community and public health program development
9. Consultation for public programs
10. Serving on boards
11. Initiation and implementation in public policy (health and public health).
12. Developing assessment processes for community program
13. Contributions to professional and learned societies
14. Honors or recognition for service contributions
15. Participates on a clinical agency committee or task force to develop solutions to patient care problems
16. Reviewer or editor for professional journals, reviewer of abstracts for professional meetings
17. Maintains membership or holds office in local, state, national, regional, international professional organization
18. Attends and actively participates in department, college, and UNE Faculty Assembly meetings
19. Volunteer for student interviews

d. **Clinical Service**

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

e. **Clinical Service: Areas for evaluation of excellence**

The chief purpose of the discipline of pharmacy practice is the provision of pharmaceutical care to individual patients and patient populations to optimize patient outcomes through evidenced-based medicine.

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

f. **Clinical Service: Documentation**

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

1. Letters from peers, physicians, nurses, health care organization supervisors/administrators, etc., evaluating the quality of direct patient care or other professional activities provided by the candidate.
2. Evaluation and recognition (honors and awards) of practice proficiency by state, national or international professional organizations including advanced clinical appointments at a practice setting
3. Development or application of innovative pharmacy care programs and activities (including but not limited to innovative drug distribution programs, staff-pharmacist development and/or continuing education programs, drug information dissemination, medical histories and/or counseling programs, postgraduate training programs (residency or fellowship), disease management programs, compounding programs, treatment programs, etc.)
4. Adoption by other institutions of clinical/professional programs developed/maintained by the candidate.
5. Documentation of referrals and consultations in the candidate’s field.
7. Participation in clinical or other health related committees (Pharmacy & Therapeutics, Quality Assurance, etc.) such as attendance of meetings, drug monograph preparation, medication use evaluations, cost-benefit analyses, etc.
8. Grants/contracts received to provide services to a health care organization.
9. Invited presentations or lectures regarding patient care or other service activities.
10. Identification as an expert consultant by agencies outside of the University.
11. Presentation of patient care and other service activities at local, state, regional and national meetings including continuing education presentations.
12. Participation in local, state, regional, national and international professional organizations (elected officials, committee membership, etc.)
13. Participation in or presentations to community organizations as a pharmacy representative.
14. Documentation of contribution to the mission and goals of the facility’s practice settings.
15. Demonstration of professional advancement or leadership through administrative or managerial duties within a health care organization.
16. Board certification and/or specialty credentialing.
3. SCHOLARSHIP

To be considered as scholarship, the candidate’s work must be disseminated and must satisfy standards of peer review common in the candidate's discipline. The primary criterion is excellence evidenced by the creation of a body of independent sustained scholarship in one’s discipline that goes beyond that required for the terminal degree and post-graduate training, has been peer reviewed, and disseminated. The College values all of Boyer’s categories of scholarship (Discovery, Integration, Application, Teaching).

a. Area for evaluation of excellence

1. Evidence of an independent program of inquiry consisting of a credible body of work that is disseminated.

b. Evidence for Scholarly activity

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

1. Invited lectures to present scholarly activities at other institutions or organizations.
2. Presentation of scholarly activities at local, state, national & international professional meetings.
3. Publication of scholarly activities in peer reviewed journals appropriate for the discipline.
4. Conducting clinical research (e.g. clinical drug trials, pharmacoepidemiologic studies, pharmacoeconomic studies, pharmacokinetic trials, etc). May include consultation on protocol development, performance of trials, data collection, data analysis, manuscript preparation, and abstract preparation for submission to professional meeting.
5. Receipt of grants to fund the study of innovative teaching activities or fund stipends for students.
6. Development of instructional materials that have been adopted by other institutions.
7. Receipt of grants to support research efforts, including funding for fellowships and other personnel.
8. Honors and awards for scholarly efforts.
9. Performance as a consultant in the candidate’s field of research.
10. Recognition as evidenced by election to national offices, committee activities, and/or editorial work for professional journal/textbooks etc…
11. Develop an extramurally funded research program
12. Supervising scholarly activity of students
D. STANDARDS FOR THIRD-YEAR REVIEW:

a. Tenure Track

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

b. Non-Tenure Tracks

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

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

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

a. Tenure Track

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

b. Non-Tenure Tracks

1. Teaching and Clinical Tracks
Promotion to Associate Clinical Professor/Associate Teaching Professor will require demonstration of excellence in teaching and service activities as defined above.
2. Research Track
Promotion to Research Associate Professor will require demonstration of excellence in Scholarship and other negotiated activities.

F. STANDARDS FOR PROMOTION TO “PROFESSOR” RANK:

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

b. Non-Tenure Tracks

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

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

G. COLLEGE SPECIFIC CONSIDERATIONS
The college of Pharmacy follows the criteria and guidelines in the UNE Faculty Handbook for peer review of tenure-track and non-tenure track faculty. The process is defined in the UFH Evaluation Procedures.
a. **Departmental (sub-college) RPT Committee**

Each Department will have a committee of 3 members until the department is able to provide 5 members to the committee and membership to the college RPT committee. Two members for a 3 persons departmental committee or 3 members of a 5 person departmental committee will be recommended by vote of the full-time faculty of the department and the remainder will be appointed from the department by the Dean. The Department will determine whether only tenured faculty must serve on this committee. Elections for the departmental RPT will take place in March. If the Department does not have enough qualified faculty to serve on the Departmental RPT then the UFH Evaluation Procedure applies.

b. **College RPT Committee**

The college Faculty Assembly will appoint (ordinarily by election) three members and the dean will appoint two members. Effort should be made to ensure that a diversity of Tracks that are being reviewed are reflected on the College RPT. The committee must include at least 1 representative for each department. If there are not enough qualified faculty then the process as described in the UFH applies.

c. **External Review Process**

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

The candidate will provide his/her chair with a compilation of his/her portfolio to be sent out to external reviewers no later than June 1. The candidate's portfolio is then sent to these selected reviewers for peer evaluation of scholarship. Letters from external reviewers will be due to the Dean’s Office by August 15 and be inserted into the candidate’s portfolio by September 1. All letters returned from external reviewers must be included in the candidate’s portfolio. The portfolio should include the letter of solicitation sent to external reviewers.