

Bill Gatton 
College of Pharmacy
ETSU

***POLICIES AND PROCEDURES GOVERNING APPOINTMENTS,
REAPPOINTMENTS, PROMOTION, AND TENURE FOR
FACULTY IN THE DEPARTMENT OF PHARMACEUTICAL
SCIENCES OF THE BILL GATTON COLLEGE OF PHARMACY***

Final Draft of February 18, 2009

Introduction

This document was created at a series of faculty meetings of the Department of Pharmaceutical Sciences of the Bill Gatton College of Pharmacy during Spring, 2008. The document was further examined on by several ETSU faculty with experience in the university tenure and promotion process. The document contains items in two fonts for clarity:

- in Times New Roman to indicate text from the faculty, and
- in Verdana, to indicate text taken from the on-line ETSU Faculty Senate Handbook (2008). In some cases, the items from the Faculty Senate Handbook were edited for clarity and consistency.

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I. PREAMBLE

A. STATEMENT OF PURPOSE

This document has been developed to summarize and communicate the philosophy, policies, and procedures underlying considerations of faculty appointment, reappointment, promotion, and tenure in the Department of Pharmaceutical Sciences of the Bill Gatton College of Pharmacy at East Tennessee State University. The mission of the Bill Gatton College of Pharmacy is to provide a comprehensive and progressive education that prepares pharmacists to assume an active role in providing skilled, ethical, and compassionate patient care that improves the health and quality of life of residents in Northeast Tennessee and rural Appalachia. The College achieves its mission by maintaining a community of active and creative scholars devoted to the discovery, integration and dissemination of knowledge in the clinical and pharmaceutical sciences. Additionally, our values statement includes our commitment to “service to the university, local, and professional communities.” Hence, the work of the faculty will address teaching, research and service. It is unrealistic to expect that each individual member of the faculty will contribute equally, at the highest level, to all aspects of this mission. For the purposes of faculty personnel actions, it therefore is important to identify and, wherever possible, recognize the specific contributions of faculty to the mission of the College. This document is intended, in part, to provide philosophical and practical guidelines to accomplish this important task. This document is meant to be a guideline for the founding faculty of the Department (start dates of July 2007 or earlier) and may provide the driving force for documents pertaining to tenure and promotion in the future. This document is slated for revision and/or reconsideration at least once every seven years.

B. STATEMENT OF MISSION & VALUES

The mission and vision of the Bill Gatton College of Pharmacy is three-fold. The primary goal of the mission addresses the education and training of professional pharmacists. Those faculty receiving tenure and promotion should be consistently committed to this end as demonstrated by excellence in teaching and dedication to classroom and/or clinical instruction. The secondary goals of the mission and values address scholarship and service. It is expected that, irrespective of their rank, type of appointment, or area of expertise, all faculty in the Department of Pharmaceutical Sciences will pursue scholarly activities in some form. Thus, the extent to which the Department values and rewards each member of the faculty will also depend on the quality and nature of the individual’s scholarship. Although many definitions may be offered, for the purposes of this document and as defined in the mission of the College, *scholarship is defined as the discovery, integration and dissemination of new knowledge, or the synthesis of existing knowledge in novel ways or in a manner that allows practical application to an identifiable problem.* It is the policy of ETSU to maintain and encourage full freedom of its faculty to pursue, within the law, scholarship in all its forms, and to protect its faculty from influence that would restrict the exercise of such freedom. The complete statement of the University’s position on academic freedom may be found in the ETSU Faculty Senate Handbook section 2.1.2 “Academic Freedom and Responsibility”. In addition to education and scholarship, all faculty should be engaged in service. Service opportunities are abundant in the department, college, university and beyond and many of these service functions are necessary to maintain a properly

functioning organization. It is expected that all faculty will be able to demonstrate reasonable and effective contributions through service activities.

C. CONGRUENCY WITH UNIVERSITY POLICY

Faculty appointments, reappointments, and promotions in the Department of Pharmaceutical Sciences, together with relevant tenure considerations, are recommended in accordance with ETSU Faculty Senate Handbook (2008) section 2, in particular sections 2.3 “Policy on Academic Tenure” and 2.4 “Policy on Faculty Promotion”. This document provides guidelines and serves to clarify additional requirements for faculty appointments in the Department of Pharmaceutical Sciences of the Bill Gatton College of Pharmacy.

II. DEFINITION OF APPOINTMENT SERIES AND FACULTY RANKS

A. TYPES OF FACULTY APPOINTMENTS (from the 2008 ETSU Faculty Senate Handbook)

TBR Policy 5:02:07:10 defines the following types of faculty appointments:

i. Temporary Appointments

These appointments are for a specific purpose for a time appropriate to that purpose or for an unspecified period, which appointments may be terminated according to the terms of the contract of employment or appointment. Temporary appointments ordinarily should be used only for lecturers, adjunct or part-time faculty, faculty employed to replace regular faculty on leave of absence, and faculty employed pursuant to grants or for projects funded in whole or in part by non-appropriated funds. In addition, temporary appointments may be used for faculty employed on the basis of state appropriated funds in departments, divisions, or other academic units where the permanent and continued need for the position has not been established, provided that such appointments normally should not be in excess of three academic years. After that, the position can be re-advertised, and the instructor can apply again and be hired if he/she is the best candidate. Appointments of faculty members supported by more than fifty percent (50%) grant funds or other soft money sources, may be approved by the university presidents for periods in excess of three years. Other extensions of temporary appointments for periods in excess of three (3) years require the approval of the Chancellor.

ii. Tenure-Track Appointments

These appointments are for regular full-time faculty with academic rank and may be for the academic or fiscal year. Tenure-track appointments are for faculty who are employed in a probationary period of employment prior to consideration for tenure. Tenure-track appointments shall not include any right to permanent or continuous employment, shall not create any manner of legal right, interest, or expectancy of renewal or any other type of appointment, and shall be subject to annual renewal by the institution.

iii. Tenure Appointments

These appointments are for full-time faculty who have been awarded tenure by the Board pursuant to the provisions of this policy. To protect academic freedom, tenure appointments include the assurance of continued employment for the appointment year for an indefinite period, subject to expiration, relinquishment, or termination of tenure as

hereinafter provided. Such appointments do not include assurance of continued employment at any specified salary, position, or employment during summer sessions or intersessions.

iv. Clinical-Track Appointments

These appointments (a) are full-time faculty appointments, (b) are non-tenurable appointments for a fixed term, (c) are renewable, (d) permit promotion in rank, and (e) permit conversion of the appointment to tenure-track at any time prior to but not later than the expiration of the first three-year term, depending on funding availability and faculty performance. In instances where the appointment is converted to tenure-track, the three (3) years served in the clinical-track appointment, at the discretion of the president, may be credited toward the individual's probationary status. Faculty in this classification participate in the academic programs by providing professional services, by exposing students to their professional expertise, and by directing students' educational experiences in clinical/professional settings where the faculty members practice. Clinical-track appointments may be supported, in whole or in part, by appropriated funds or funding from grants or contracts, from clinical practice or clinical/professional facilities, or from other sources.

v. Convertible and Non-convertible Clinical-Track Appointments

A college, academic department or other academic program unit seeking to fill a particular clinical-track appointment may indicate the position is potentially convertible to a tenure track appointment (convertible clinical-track appointment). Convertible clinical-track appointments permit conversion of the appointment to tenure-track at any time prior to but no later than the expiration of the first three-year term, depending on funding availability and faculty performance. Convertible clinical-track appointments must follow the search process as defined for tenure-track appointments. Convertible track appointments not converted within the three year period, as defined above, automatically revert to Non-convertible clinical-track appointments. Unless specifically identified as convertible, all clinical-track appointments are non-convertible.

vi. Research-Track Appointments

These appointments (a) are full-time faculty appointments, (b) are non-tenurable for fixed terms, (c) are renewable, (d) permit promotion in rank and (e) permit conversion of the appointment to tenure track at any time prior to but no later than the expiration of the first three-year term, depending on funding availability and faculty performance. In instances where the appointment is converted to tenure-track, the three (3) years served in the Research-track appointment, at the discretion of the president, may be credited toward the individual's probationary status. Faculty in this classification participate in the academic programs by conducting independent research projects and by mentoring students involved in the research process. Research-track appointments may be supported, in whole or in part, by appropriated funds or funding form grants or contracts, or other sources.

vii. Convertible and Non-convertible Research-Track Appointments

A college, academic department or other academic program unit seeking to fill a particular research-track appointment may indicate the position is potentially convertible to a tenure track appointment (convertible research-track appointment). Convertible research-track appointments permit conversion of the appointment to tenure-track at any time prior to but no later than the expiration of the first three-year term, depending on funding availability and faculty performance. Convertible research-track appointments must follow the search process as defined for tenure-track appointments. Convertible track appointments not converted within the three year period, as defined above, automatically

revert to Non-convertible research-track appointments. Unless specifically identified as convertible, all research-track appointments are non-convertible.

viii. Coordinator Appointments

These appointments are non-tenurable, renewable appointments for fixed terms. Coordinators teach and provide administrative services within the academic departments. They devote a preponderance of their time to faculty responsibilities including, but not limited to, teaching, advising, and student mentoring. Coordinators may also have responsibility for administering special academic projects, systems support, and other administrative services.

ix. Joint Appointments

These appointments may be made in conjunction with one or more other schools, departments, or units, and may be applicable to any of the foregoing appointment series. Although faculty with joint appointments often derive salary from each of the appointing units, the sharing of the salary burden is not a requirement for a joint appointment.

B. RANKS

i. Instructor

The instructor rank is appropriate for one appointed to the faculty with the expectation of eventual progression to the professorial ranks, either at ETSU or another academic institution. Unlike other faculty ranks, initial appointment to the rank of instructor is for a probationary term of one year. The instructor may be reappointed successively for additional one-year terms.

ii. Assistant professor

The assistant professor rank represents an entry-level appointment, regardless of the specific appointment series. This rank typically applies to the first appointment in a faculty capacity, although individuals with substantial, relevant experience (e.g., in industry, government service, pharmacy practice, etc.) may receive an initial appointment at a higher rank. Those faculty members promoted to or hired at the rank of Assistant Professor should meet the following criteria:

- 1) Earned doctorate or professional degree from a regionally accredited institution or comparably recognized non-U.S. institution in the instructional discipline or related area.
- 2) Evidence from academic records, recommendations, interviews, or other sources that the individual is adequately trained in the discipline and is otherwise competent to carry out the duties and responsibilities of a member of a university faculty.
- 3) Evidence of good character, mature attitude, and professional integrity.
- 4) Evidence of effective teaching if the individual has taught at the college level. If the individual has not taught at the college level, evidence should be obtained that satisfactory teaching performance can reasonably be expected.
- 5) Promise of productive creative and scholarly research and professional service.

iii. Associate professor

The associate professor rank represents the next level in rank after that of assistant professor. Those faculty members promoted to or hired at the rank of Associate Professor should *have a doctoral degree and* provide documented evidence of (a) high quality

professional productivity which may lead to national recognition in the academic discipline or (b) high quality professional productivity that is consonant with the goals of the university and of the Bill Gatton College of Pharmacy. Specifically, faculty promoted to or hired at the rank of Associate Professor should meet the following criteria:

- 1) Earned doctorate or terminal degree from a regionally accredited institution or comparably recognized non-U.S. institution in the instructional discipline or related area.
- 2) Documented evidence of teaching effectiveness.
- 3) Documented evidence of professional service activities of a significant nature.
- 4) Documented evidence, as accepted within the discipline, of scholarly productivity in research or creative endeavors.
- 5) Evidence of good character, mature attitude, and professional integrity.
- 6) Additional criteria are described in Section IV.

iv. Professor

The highest rank to which one may be promoted is that of Professor. Documented evidence of teaching excellence and superior contribution to student development, superior scholarly or creative activity, and superior professional service will contribute to the positive record of the candidate for advancement to the rank of professor. Since there is no higher rank, promotion to professor is taken with great care and requires a level of achievement beyond that required for associate professor. This rank is not a reward for long service; rather it is recognition of superior achievement within the discipline with every expectation of continuing contribution to the university and the larger academic community. Those faculty members promoted to or hired at the rank of professor should provide documented evidence of (a) sustained high quality professional productivity and national recognition in the academic discipline or (b) sustained high quality professional productivity in the academic discipline that is consonant with the goals of the university and of the Bill Gatton College of Pharmacy. Additional criteria are described in Section IV.

III. CRITERIA FOR APPOINTMENT, REAPPOINTMENT, AND PROMOTION

A. AREAS OF FACULTY EVALUATION

i. The scholarship of education

The scholarship of education involves both the practice of teaching (i.e., those characteristics that lead to being considered a “good teacher”), and intellectual pursuits that advance the educational process in the pharmacy/pharmaceutical sciences arena. Teaching applies to any strategy in which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques including instruction, student advising and/or mentoring, development of course materials and courseware, and development of innovative approaches to instruction.

ii. Other scholarship

Other scholarship may be viewed primarily as those activities that lead to the discovery, integration, synthesis, and dissemination of new knowledge. In the simplest of terms, scholarship is most often viewed as “pure” or “basic” research. Research applies to the studious inquiry, examination, or discovery that contributes to disciplinary and interdisciplinary bodies of knowledge. As with all forms of scholarship, there is the expectation that the results of these

activities will be published and presented, and will influence other investigators working in the individual's area of expertise.

iii. Service

Professional service applies to involvement within the community as defined by the university's role and mission, service to the university, service within the bounds of the applicant's academic discipline and budgeted assignment, and service to the community at large. Virtually all faculty activities are pursued in a communal environment. An important element, therefore, is the degree to which an individual works effectively in this communal environment, and the degree to which one's efforts benefit the community at large. To a large extent, the ability to work in a communal environment for the benefit of the entire, larger community may be viewed as an essential characteristic of a broadly contributing member to the organization.

iv. Administration

Many faculty have significant administrative activities as an element of their individual responsibilities. While such activities fall outside the usual scope of faculty endeavors, the "faculty-administrator" model demands assessment of the quality of one's administrative efforts and leadership qualities, their impact on the institution, and the degree to which the time commitment to those efforts might detract from the individual's scholarly work. It is important to note that administrative activities *per se*, even significant activities of the highest quality, cannot serve as the primary basis for promotion and tenure. However, documentation of the candidate's administrative responsibilities and their impact, when the candidate is truly a "faculty-administrator" (i.e., has retained all the traditional elements of faculty responsibility in addition to an administrative assignment), provides an additional point of reference.

B. DOCUMENTING ACADEMIC PRODUCTIVITY

It is incumbent on the faculty member to document, to the extent possible, her or his contributions to all relevant areas of the College's mission. In the case of tenure-track faculty, in addition to the expectation of pursuit of scholarship, there is an expectation of contribution to the teaching mission of the College in the professional, graduate (to be developed), postgraduate, and/or professional continuing education program(s), and there is an expectation of broad contributions to the organization as reflected by willingness to undertake service commitments to the Department, College, the University, and outside constituencies. It is important for the candidate to clarify how his or her activities in teaching, scholarship, and service meet the expectations and needs of the Department and College as defined during the annual evaluation process. Expectations of productivity are a function of the available resources, including time, space and funds.

i. Documenting acceptable performance in teaching

Acceptable performance in teaching typically is documented by learner- and peer-review of teaching efficacy. Several factors may be used to communicate this, examples of which include:

- 1) Positive student evaluations of instruction;
- 2) Demonstration of improvement in student satisfaction over time;
- 3) Comparison of evaluation and satisfaction data with peers in the same disciplinary area
- 4) Regular *required* peer review of in-class performance;

- 5) Regular *required* student assessment of instruction;
- 6) Demonstration of teaching philosophy that is in line with the mission of the College;
- 7) Achievement of one or more Student Learning Outcome Expectations.

Other elements associated with fulfillment of the teaching role of a Department of Pharmaceutical Sciences faculty member include but are not limited to:

- 1) Teaching load;
- 2) Student advisement for Pharmacy and graduate students;
- 3) Service as a course coordinator/director;
- 4) Revision of existing courses or the development of new courses;
- 5) Development or adoption of new teaching approaches;
- 6) Curricular development on a broad scale;
- 7) Non-traditional teaching within the professional degree program (e.g., working with honors or independent studies students in a scholarly setting);
- 8) Training of graduate students, fellows, and residents outside the classroom setting;
- 9) Participation in other forms of student mentoring relationships such as thesis or dissertation advisory committees.

ii. Documenting acceptable performance in scholarship

Several indicators may be used to communicate performance in this area of faculty responsibility. These include, but are not necessarily limited to, the following:

a. Significance

Judgment of the quality and nature of an individual's scholarly activities may be based on a number of indicators, examples of which include:

- 1) publications in peer-reviewed journals;
- 2) review articles, chapters in textbooks, *or textbook reviews*;
- 3) competing for extra- and intra- mural funding;
- 4) publication of books as an author or editor;
- 5) inclusion of students as authors on publications;
- 6) publication of patents;
- 7) invited and contributed presentations at national/international meetings, at other academic institutions, at corporate entities, or to specific interest groups;
- 8) service on review panels, editorial boards, scientific advisory boards, and corporate boards;
- 9) consultation to corporate entities, hospitals, and other healthcare institutions, and assessment of peers external to Bill Gatton College of Pharmacy.

It is important to note that these traditional metrics generally apply to all areas of scholarship. Invitations to speak, for example, may be based on the development of novel teaching methods or innovative teaching curricula; competitive, extramural funding may be based on activities in the clinic or classroom, as well as the laboratory; leadership roles in patient care-quality improvement, patient guidelines, public health policy, and entrepreneurial activities that translate academic research to application in the society and marketplace are as valid as

similar roles in the basic research arena. The guiding principle is that the candidate must take a scholarly approach to her or his activities and must communicate the results of those activities to a relevant audience.

b. Innovation

Innovative scholarship is work that has the potential to move the discipline forward. Such scholarship may be of significant value to the academic organization and/or the broader community it serves. Many seminal scholarly contributions have developed, over time, from innovative work with limited short-term impact. The degree of innovation in one's scholarship, as well as the potential for longer-term impact, is sometimes difficult to judge but should be thoughtfully considered.

c. Independence

The ability of an individual to "stand on one's own" is often used as a hallmark of a mature scholar. However, it must be realized that the biomedical and foundational sciences for pharmacy have become highly interdisciplinary. In some cases, it is not practical for an individual academician to pursue scholarly work in the absence of collaboration if the work is to be simultaneously significant, innovative, and of sufficient scope to add value to the institution and society. In these cases, the issue is the degree to which an individual contributes important intellectual input to the pursuit of those goals and drives the scholarship forward. It is expected that faculty at the associate and full professor ranks will serve in leadership role(s) for some, but not necessarily all, of their scholarly activities when those activities are pursued on a collaborative basis. In some cases, assessment of the importance of an individual's intellectual contributions to a specified body of work is relatively straightforward, and may be based on such issues as serving as principal investigator on extramural grants or contracts, or being identified as senior/corresponding author on publications. Given the highly collaborative nature of many forms of contemporary scholarship, input must be sought in assessing the intellectual contributions of faculty whose scholarly activities have relied significantly upon collaborative relationships and efforts. In order to evaluate such faculty, one important approach is to seek input from key collaborators. However, national reputation in the discipline is an indicator of intellectual independence, and it is incumbent upon the candidate to document such a reputation.

The Department of Pharmaceutical Sciences values mentoring as an ongoing aspect of career development. It is expected that many junior faculty will enter into mentoring relationships, both formal and informal in nature. The existence of such relationships, and the participation of junior faculty in programs that grant mentored career development awards, is a positive indicator of long-term success, and should not be viewed as a limitation of the individual's independence.

d. Demonstrable area of focus

The individual's primary area of focus may be viewed from two perspectives: the general area of scholarship (education, discovery, or application) and the specific discipline or sub-disciplinary area of focus. The faculty member, together with her or his Chair, is expected to articulate clearly the area of scholarship upon which the individual's activities will be judged. It is anticipated that a significant portion, but likely not the entirety, of an individual's scholarly work would have such a central focus.

iii. Documenting acceptable performance in service

Acceptable performance in service typically is documented through compilation of service activities. In some cases, service, including administrative, clinical or community service, is a significant component of the overall expectation of the individual such that testimony from key points-of-contact relating to the efficacy and impact of the service commitments may be informative. Such testimony may be obtained in the form of “internal” letters such as written evaluation, assessment from members of the University community, or from members of the community at large. While such letters do not constitute independent evaluation by external experts, they do provide additional context by which certain aspects of performance may be assessed. Certain service activities have been indicative of a founding faculty appointment. Examples of these include:

- 1) Helping prepare and revise accreditation documents;
- 2) Preparing documents related to tenure & promotion;
- 3) Defining the remediation process and preparing documents to define this;
- 4) Outlining the curriculum and teaching all courses for the first time;
- 5) Teaching and assisting in courses outside one’s area of specialty/department;
- 6) Developing a departmental mission statement;
- 7) Writing and revising By-Laws for the Bill Gatton College of Pharmacy;
- 8) Serving on extra committees in the absence of a full complement of faculty;
- 9) Playing multiple roles in the admissions process and helping redefine this process as the faculty grows;
- 10) Demonstrating general support for the department through the attendance at functions;
- 11) Serving as an advisor for student organizations.

iv. Quantitative versus qualitative performance indicators

Certain aspects of faculty productivity are amenable to quantitative summary and evaluation. While quantitative aspects are important in a number of ways, many characteristics that are crucial to a comprehensive evaluation of performance can be resistant to a truly quantitative approach. The Department of Pharmaceutical Sciences does not utilize strict quantitative guidelines for decisions of appointment, reappointment, promotion, or tenure, but rather a balanced approach, utilizing quantitative and qualitative metrics, to formulate recommendations for action.

C. EVALUATING THE METRICS OF ACADEMIC PRODUCTIVITY***i. General considerations***

The process of evaluating a faculty member for eventual promotion actually begins at the point of hire. As part of the hiring process, the hiring supervisor should articulate a clear set of expectations associated with the appointment. These expectations should include statements regarding the dominant area of responsibility for the new faculty member and the expected distribution of effort among all potential areas of faculty responsibility, and should be developed based on the requirements of the specific position and the career aspirations of the faculty member. Finally, these expectations should be developed and communicated in context of the promotion guidelines for the Department of Pharmaceutical Sciences. These expectations will

be reviewed annually by the faculty member and the hiring supervisor and can be found in the annual planning, review and evaluation documents.

As this document is being written, the Department of Pharmaceutical Sciences is in its initial stages of development and there is an unusual time demand on the faculty to participate in developmental activities, exemplified by the creation of this and other similar foundational documents. It is understood that these developmental activities, along with undeveloped research space, new teaching assignments and a yet-to-be created graduate program, will significantly impact the volume and quality of traditional metrics of productivity.

When a candidate accepts a faculty appointment, she or he also accepts the set of expectations associated with that appointment. While these expectations are assumed to be part of the overall process of negotiating the initial appointment, they are not immutable, and may very well change with time as needs of the Department, the College, and the faculty member change. However, the evolution of such changes in responsibility and expectation must be negotiated and documented, typically at the time of annual reviews. In building the case for promotion, it is incumbent upon both the candidate and the Department Chair to frame that case with respect to the specific expectations of the position. The candidate's responsibilities in different areas, i.e., teaching, scholarship, or service, must be clearly articulated throughout the evolution and development of the program. Performance must be documented in a manner that will allow comprehensive and thoughtful analysis by all individuals involved in the review process. The expectations for contributions in these areas should be based on the fractional effort that had been negotiated and agreed to by both the faculty member and the Chair.

ii. Tenure-track appointments

The dominant area of responsibility for most, but certainly not all, faculty in the tenure track is scholarship in one or more forms as defined in [Section III A i and III A ii](#). Consequently, success for a tenure-track faculty member typically would be based on considerations of the quality and impact of that scholarship, and the degree to which that scholarship establishes the candidate as an expert within the specific discipline. It is important to evaluate each of these indicators in context of the individual's area of scholarly focus. For some, investigator-initiated, peer-reviewed funding may be the "gold standard" for research support; for others, those types of funding mechanisms may not be entirely relevant. No *a priori* value can be applied to any of these metrics in the absence of a clear understanding of the individual's area of focus. As part of that scholarship, members of the tenure-track faculty are expected to be involved, at some level, in all areas of faculty responsibility. Thus, it is important to document the quality and impact of the candidate's efforts in all these areas.

iii. Clinical-track appointments

The dominant area of responsibility for most, but certainly not all, faculty in the clinical track is teaching, primarily in the professional curriculum. However, some faculty in clinical-track appointments have service (usually the provision of clinical service) as the dominant area of responsibility. It is important to bear in mind that fixed-term appointments, including those in the clinical track, are made to address a targeted area of need. Faculty with fixed-term appointments must always be mindful of their primary obligation to the College (the targeted area of need), and therefore should be evaluated from that perspective.

As the primary area of responsibility addresses a specific and identifiable need, performance in that area is easily communicated. For example, with respect to positions intended

to primarily support the College's educational mission, were teaching obligations fulfilled, and did they have a positive impact? Did the candidate evidence innovation in fulfilling these obligations, and apply her or his unique experiences and intellect to those obligations? Similar questions may be posed for faculty in positions intended primarily to support the College's service mission.

In the fixed-term appointment series, scholarship remains an important element of any faculty appointment, and therefore will be evaluated during promotion. The expectations for scholarship, in terms of quality, impact, and independence, must be viewed in context of the candidate's primary responsibilities and the fractional effort (negotiated with her or his Chair) that can be devoted to scholarly pursuits. Nevertheless, the candidate must be able to document activities in a relevant area of scholarship (through publications, presentations, and/or extramural support) and must demonstrate clear intellectual contributions (through leadership roles in activities related to scholarship; senior authorship of manuscripts, texts, or presentations; testimony of individuals with whom the candidate has collaborated).

iv. Research-track appointments

The dominant area of responsibility for faculty in the research track is, by definition, the scholarship of discovery. In the context of promotion, the hallmark characteristic for success in this appointment series is an increasing level of independence. Has the candidate experienced success in garnering independent research support? Has the candidate begun to make unique intellectual contributions to projects for which she or he is not the principal investigator? Has the candidate taken a lead role in publications or presentations? Is the candidate sought by others outside the organization (i.e., has the candidate begun to establish a reputation in her or his area of scholarship)?

As with any faculty appointment, the scope of activities must not be so narrow that it focuses on only one of the traditional areas of faculty responsibility. It is expected that faculty in the research track will contribute, perhaps in a modest way, to the educational and service missions of the Department and College. Often, such faculty may contribute to the graduate program by providing material for didactic courses or through interacting with graduate students in the research setting. Service activities may include internal committee assignments or contributions to the relevant community of scholars through such activities as reviewing manuscripts for publication. However, as is the case for clinical-track appointments, the performance of research-track faculty in these secondary areas must be interpreted based on the fractional effort that can be devoted to such activities.

v. Adjunct appointments

Adjunct faculty are appointed to address very specific, narrowly-defined areas of need (e.g., providing a limited number of lectures, serving on graduate student committees). Often, these individuals are not otherwise associated with an academic organization, and therefore have no expectations for the pursuit of scholarship in the context of their primary employment. Appointment at, or promotion to, a specific rank in the adjunct series must be appropriate for the stature of the individual in her or his field of specialization.

vi. Joint appointments

The approach to evaluating faculty with joint appointments in a specific series is not different than that described above.

D. OTHER FACTORS

i. Professional collegiality

Most endeavors undertaken by faculty require interpersonal interactions (with students, colleagues, support staff, and external constituencies). The Department of Pharmaceutical Sciences strives to maintain a collegial environment that fosters open discourse, and values the diversity of background and opinion inherent in a university. An expectation of all faculty is the ability to operate effectively in this environment.

ii. Institutional needs and resources

Decisions regarding appointment, reappointment, and tenure always consider the needs of the Department of Pharmaceutical Sciences and the resources that are available to address those needs. In some cases, the decision to not reappoint an individual may be related to institutional constraints, rather than the accomplishments or capabilities of the individual faculty member. As described in the ETSU Faculty Senate Handbook (2008), the conferral of tenure requires, among other things, an assessment of institutional needs and resources. Should these needs and resources not be forthcoming, the University may withhold tenure, reappointment, or promotion on any grounds other than those specifically stated to be impermissible in the TBR Policies and Regulations document (see Sections V and VI).

IV. CHARACTERISTICS FOR APPOINTMENT AT, OR PROMOTION TO, ADVANCED FACULTY RANKS

A. Associate Professor

The transition from assistant professor to associate professor in any of the appointment series, or initial appointment at the rank of associate professor, is based on the following characteristics:

- 1) evidence of appropriate professional development;
- 2) potential for continued professional development;
- 3) relevance of the candidate's scholarly activities to the mission of the Department and the College;
- 4) evidence that the candidate has made important intellectual contributions to a defined area of scholarship;
- 5) evidence that the candidate has developed a reputation, as an expert in her or his field, external to ETSU;
- 6) evidence that the candidate contributes appropriately and effectively to the teaching mission of the Department;
- 7) evidence that the candidate provides effective service to the scientific/professional community at a level appropriate for time in rank; and
- 8) evidence that the candidate contributes broadly to the Department, College, and University.

An important hallmark of this transition is evidence that the candidate has indeed developed a defined body of scholarly work. In those cases in which the scholarship is truly collaborative, it

is incumbent on the candidate to demonstrate that she or he not only made important intellectual contributions, but served as an important intellectual driving force for the work. Examples of the degree to which the candidate has met this standard may be ascertained, in part, by presentations at professional meetings or lecturing at other academic institutions; senior authorship on manuscripts or scholarly reviews; or service on review panels, editorial boards, scientific advisory boards, and leadership roles in grant applications.

B. Professor

The transition from associate professor to professor in any of the appointment series (tenure-track, clinical-track, research-track, or adjunct), or initial appointment at the rank of professor, builds upon the characteristics established or considered in promotion from assistant professor to associate professor. The candidate must be able to demonstrate the following:

- 1) evidence of sustained intellectual contributions to scholarly activities in a well-defined area; recognition as a national authority in the discipline of specialization;
- 2) evidence of sustained contributions to the teaching missions of the Department at a high level (effectiveness and significance of contributions are equally important elements);
- 3) evidence of sustained service commitments (to the Department, College, University, scientific discipline, and profession) at a high level.
- 4) As with promotion to the rank of associate professor, an important aspect for consideration is the degree to which the candidate can demonstrate the importance of her or his individual contributions to shaping a defined area of scholarship.

V. OTHER POTENTIAL ACTIONS

There are several potential actions that can occur that affect tenure of faculty. These are described in the ETSU Faculty Senate Handbook (2008), Section 2, paragraphs 2.3.9 through 2.3.17, listed below:

- 2.3.9 Criteria for Assessing the Long-Term Staffing Needs of the Department/ Division and the University
- 2.3.10 Tenure Appointments
- 2.3.11 Expiration of Tenure
- 2.3.12 Relinquishment of Tenure
- 2.3.13 Termination of Tenure for Reasons of Financial Exigency
- 2.3.14 Termination of Tenure for Curricular Reasons
- 2.3.15 Transfer of Tenure
- 2.3.16 Termination for Adequate Cause
- 2.3.17 Procedures for Termination for Adequate Cause

The definitions, statements of policy and description of procedures herein will apply to the Department of Pharmaceutical Sciences of the Bill Gatton College of Pharmacy as a school of ETSU.

VI. TENURE

As defined in the ETSU Faculty Senate Handbook (2008), section 2.3.1.1, titled "Academic Tenure":

Tenure is a personnel status in an academic department or other academic program unit pursuant to which the academic or fiscal year appointments of full-time faculty who have been awarded tenure are continued at a university until the expiration or relinquishment of that status, subject to termination for adequate cause, for financial exigency, or for curricular reasons.

The awarding of tenure is recognition of the merit of a faculty member and of the assumption that he/she would meet the long-term staffing needs of the department or other academic program unit and the university. Tenure is awarded only to those members of the faculty who have exhibited professional excellence and outstanding abilities sufficient to demonstrate that their future services and performances justify the degree of permanence afforded by academic tenure. The Tennessee Board of Regents does not award tenure in non-faculty positions. Tenure appointments reside in the departments and other academic program units, and are assurances of continued employment during the appointment year subject to expiration, relinquishment, or terminations of tenure as set out in Sections 2.3.11, 12, 13, 14, and 16. Recommendations for or against tenure should originate from the department or academic program unit in which the faculty member is assigned and should include appropriate participation in the recommendation by tenured faculty in the department or academic program unit as specified in Policy 5:02:03:60.

Tenure is awarded only by positive action of the Board, pursuant to the requirements and procedures of this policy, at a specific university. No faculty member shall acquire or be entitled to any interest in a tenure appointment at a university without a recommendation for tenure by the president of the university and an affirmative award of tenure by the Board of Regents. No other person shall have any authority to make any representation concerning tenure to any faculty member, and failure to give timely notice of non-renewal of a contract shall not result in the acquisition of a tenure appointment, but shall result in the right of the faculty member to another year of service at the university, provided that no tenure appeals remain outstanding due to lack of cooperation and/or appropriate action on the part of the candidate in completing the appeal process.

VII. PROCEDURES

The ETSU Faculty Senate Handbook (2008) provides clear standards for all the procedures pertinent to the evaluation of tenure and promotion. The pertinent paragraphs and topics from Section 2 are listed below:

- 2.4.10 Exceptions to Minimum Rank Qualifications
- 2.4.11 Initiation and Processing of Promotion Recommendations
- 2.4.12 Appeal Procedure

It is important to note that the procedures are clearly delineated in these paragraphs for all aspects of the tenure process, including dates of submission, committee composition and hierarchy, composition of the dossier, limitations on the addition or deletion of material from the applicant's dossier, the nature of the appeals process, and additional guidelines on metrics for consideration. As is true for all statements within this document, any conflict with ETSU and/or TBR guidelines is unintentional, and in such cases, the ETSU and/or TBR guidelines will be the ultimate and final source of resolution.