I. **PREAMBLE**

The process of earning promotion and tenure begins at the moment of hiring; thus all faculty should be advised of what is expected of them for promotion and tenure. These College guidelines are extensions of the general University guidelines addressing promotion and the award of tenure (ISU Faculty/Staff Handbook, Part 4, Sections III and IV) and are intended to ensure that uniform or equivalent standards are applied to all faculty within the College of Pharmacy. Promotion and tenure are University recognition of past achievements and the potential for the faculty member to further contribute to the mission of the College.

The College of Pharmacy faculty believes that promotion and the granting of tenure must be based solely on merit. To this end, the faculty has created this document to establish criteria for promotion and the granting of tenure. These criteria are not listed in order of significance.

The faculty charges the College Faculty Affairs Committee (FAC) with distributing to the faculty each year at its May faculty meeting, a process document that details the process by which College Promotion and Tenure (P&T) Committees will apply the College Promotion and Tenure Guidelines in order to evaluate candidates for tenure and/or promotion for the following academic year.

**II. **UNIVERSITY REQUIREMENTS FOR TENURE AND PROMOTION***(ISU Faculty/Staff Handbook, Part 4, Sections III and IV):**

A. Promotion - Minimum Criteria *(ISU Faculty/Staff Handbook, 4.III.A.2.)*

1. Assistant Professor
   a) The degree of Master of Arts or Master of Science plus graduate work beyond the minimum required for a master's degree.
   b) Good scholarship as reflected in academic record.
   c) Demonstrated competence in the field plus interest in and capacity for teaching.
   d) Evidence of creative scholarly activity.
   e) Demonstrated interest in the welfare of institutions of higher learning.
   f) Three years of teaching experience at the college level.

2. Associate Professor
   a) The degree of Doctor of Philosophy or the terminal degree in the field.
   b) Good scholarship as reflected in academic record.
   c) Demonstrated competence in the field plus interest in and capacity for teaching.
   d) Evidence of creative scholarly activity and of continuing productive scholarship.
e) Demonstrated interest in the welfare of institutions of higher learning.
f) Five years of teaching experience at the college level or other appropriate experience in the field.

3. Professor
a) The degree of Doctor of Philosophy or the terminal degree in the field.
b) Good scholarship as reflected in academic record.
c) Demonstrated competence in the field plus interest in and capacity for teaching.
d) Evidence of creative scholarly activity and of continuing productive scholarship.
e) Demonstrated interest in the welfare of institutions of higher learning.
f) Seven years of teaching experience at the college level or other appropriate experience in the field.
g) Evidence of intellectual and academic leadership.

B. Tenure
1. “Such decisions are usually made no earlier than during the fifth full academic year of employment and not later than the seventh such year.” (4.IV.B.4.a) “All satisfactory service in any professorial rank may be used to fulfill the time requirement...” (4.IV.B.4.b)
2. “Tenure may be awarded prior to completion of the usual probationary period in certain exceptional cases.” (4.IV.B.4.b)
3. The candidate is considered to be requesting “early tenure” if tenure is applied for before completion of four full academic years at ISU. However, if the written offer of employment to the candidate stated that the candidate was receiving credit (for the purpose of tenure) for academic service at other academic institutions, then the candidate is not considered to be requesting “early tenure.” When a candidate’s initial contract indicated s/he was to receive credit for years served at another academic institution, the candidate must supply written evidence of this to the committee. Requirements for early tenure are more stringent than for tenure (Promotion and Tenure Guidelines, Section V.A below).

C. Workload Policy (ISU Faculty Senate Recommendation on University Faculty Workload Policy and ISU Faculty/Staff Handbook, Appendix E.)
1. 9-month, full FTE faculty: 30 units of effort per academic year.
2. 12-month full FTE faculty: By extrapolation, 40 units of effort per calendar year.

D. Documentation Requirements: All candidates must follow the guidelines as described in the Faculty Promotion and Tenure Policy and the format for documentation as described in the Promotion and Tenure Application Form on Faculty Resources section of the ISU Office of Academic Affairs website.
III. COLLEGE PROMOTION AND TENURE REQUIREMENTS

A. Guiding Principles

The College has explicitly stated essential responsibilities of its faculty (Pharmacy Strategic Plan, Mission Statement, Promotion and Tenure Guidelines). The FAC believes the following statement continues to accurately summarize the roles and responsibilities of College faculty.

Essential responsibilities of each faculty member include:
1. Be a scholar – Faculty members are expected to demonstrate continuing scholarship in their area of expertise.
2. Instruction in the professional pharmacy program – One of the primary tasks for faculty members is the instruction of pharmacy students.
3. Service – Service to the College, University, profession and public is an important responsibility of all faculty members.
4. Basic pharmaceutical sciences (Ph.D.) faculty are expected to participate in the instruction and supervision of students in the College graduate programs.
5. Pharmacy practice faculty are expected to serve as a role model for students in the practice of clinical pharmacy and provision of pharmaceutical care.

B. Faculty Requirements For Promotion

1. Appointment to the faculty is based on past demonstration and/or promise of excellence in instruction, scholarship, clinical practice (as appropriate) and service. Promotion is an acknowledgement of consistently strong performance in some combination of the areas of instruction, scholarship, clinical practice and service. Academic promotion is based on merit, reflects recognition of the faculty member's contribution to the University's missions of teaching, scholarship and institutional and public service, and indicates confidence that the candidate is capable of greater responsibility and additional accomplishments in the future. Promotion is not the automatic consequence of time spent at a certain rank.

2. Candidates applying for promotion are objectively evaluated by peers, against stated criteria for evidence of their strength in performance of assigned duties (instruction, clinical practice), scholarship and service. The responsibilities of individual faculty will vary and in some circumstances should be specified in writing. Some faculty positions will require clinical practice and experiential teaching; others will require more direct involvement in classroom instruction or more involvement in conducting research. Whatever their assignment, faculty must engage in appropriate scholarship.

3. Outstanding performance in all aspects of academic endeavor is unusual. Competent performance against certain criteria should be counterbalanced by consistently strong performance in others. In all cases, teaching effectiveness must be demonstrated.
4. In addition to the primary responsibilities of instruction and scholarship, faculty are expected to be collegial members of their department, and to perform appropriate service that contributes to the effectiveness of their Department, College and University.

5. Faculty denied promotion generally would not be considered for promotion the following year, except when they can demonstrate a significant revision of their application and supporting materials.

C. Faculty Requirements For Tenure

1. Tenure is the right of a faculty member to receive an annual renewal of contract, except when terminated for cause or as otherwise specified in the ISU Faculty/Staff Handbook (4.IV.B.2). Tenure is granted as a result of demonstrated competence, sustained contribution and a strong commitment to serve the College, as evidenced by the candidate’s performance of assigned duties and achievements in scholarship. Issues of collegiality and professional integrity are so considered. The granting of tenure is based on achievement, not years in rank.

2. Faculty requesting tenure will be evaluated according to these College Guidelines for Promotion and Tenure. Since tenure is essentially a lifetime commitment by the College of Pharmacy a different level of attainment is required for tenure than for promotion and there must be promise of long-term contributions to ISU.

3. Under special circumstances, faculty may apply for “early tenure.” Early tenure is defined as seeking tenure before completing four full academic years at ISU. Criteria for “early tenure” are more stringent than for tenure (see Section V.A below). Faculty not granted “early tenure” (i.e., a committee recommendation to delay consideration of tenure) may be reconsidered at a later date.

4. A recommendation to deny a candidate's tenure request is, in essence, a recommendation that the candidate receive a terminal contract. If a candidate’s initial contract indicated they were to receive credit for years served at another academic institution, so that the “early tenure” rule does not apply to them, the candidate must supply written evidence of this agreement to the committee.

IV. DEPARTMENT LEVEL PROMOTION AND TENURE REVIEW REQUIREMENTS

A. 3rd Year Departmental Level Review

All tenure-track and non-tenure track faculty will be reviewed in the third-year of appointment by a department peer review committee. The peer review committee will be composed of at least three members of the FAC and should include both tenured and non-tenured faculty. All members will be from the candidate’s home department. The department peer review committee will evaluate a faculty member’s progress toward promotion and/or tenure based on
the criteria outlined in these Guidelines. The committee will provide a written report to the faculty member and department chair indicating strengths and areas of weakness. The purpose of this department review is to provide an opportunity for formal evaluation and individual mentoring so that any deficiencies noted can be adequately addressed prior to a candidate’s review by the College P&T Committee for promotion and/or tenure.

For the 3rd Year Review a faculty member is expected to provide a minimum of an updated CV, a summary table (see Appendix B for example), and self-assessment narratives of instruction, scholarly activities, service and clinical practice (where appropriate). Faculty may request peer evaluation of teaching or may include any other information (as outlined in the ISU Periodic Performance Review Faculty Evaluation Form) for consideration.

B. Departmental Level Promotion and/or Tenure Review

The department faculty members function as the initial level of review of a candidate’s application for promotion and/or tenure. Each department member must review the candidate’s portfolio prior to the department meeting to discuss the candidate’s qualifications for promotion and/or tenure. The department-level meeting shall take place prior to the formal FAC P&T Evaluation Meeting. A current FAC member of the candidate’s department will schedule the meeting. This meeting will include all faculty members, with FTE faculty appointments greater than 0.25 FTE, except for the candidate and the department chair. This is to be a confidential discussion of the candidate’s application. At the conclusion of the meeting, each faculty member, excluding FAC members and the candidate’s advocate if from the home department, will complete two ballots, one for promotion and another for tenure, ranking the applicant per instruction, scholarship, clinical practice and service, as applicable. See P&T Process Document for ballots and ranking criteria. Ballots are to be submitted to the FAC secretary. All submitted ballots must be signed. Department-level recommendations will be reviewed by the College P&T committee at the time of their meeting for review of the candidate’s application for promotion and/or tenure. A summary of department member recommendations will be included in the letter from the FAC to the Dean.

C. Five-Year Periodic Performance Review (PPR)

As stated in the ISU Five Year Review Process (PPR) for Faculty Policy: “the focus of the Five-Year Review at Idaho State University is to provide guidance for continuing and meaningful faculty development; to assist a faculty member to enhance professional skills and goals; to refocus academic and professional efforts; and to assure that faculty members are meeting their academic responsibilities.”

All tenure-track and non-tenure track faculty will be reviewed every 5th-year of appointment by a department Peer Review Committee (unless submitting for promotion and/or tenure). The Peer Review Committee will be composed of at least three members of the FAC and should include both tenured and non-tenured faculty.
The Peer Review Committee will facilitate peer evaluation (department faculty or otherwise designated) of the sustained productivity of the faculty member in the areas of instruction, scholarship, service, clinical practice and other assigned duties. The review should consider the entire breadth of a faculty member’s contributions, while paying special attention to the most recent five-year period. The Peer Review Committee may call a meeting or other means to solicit input from peers (with the exception of the candidate, the Dept. Chair and the Dean) and may use a ballot (example in the COP Promotion and Tenure Process Document).

The Peer Review Committee will provide a written report to the faculty member and department chair indicating areas of strength and weakness.

For the PPR a faculty member is expected to provide a minimum of an updated CV, a summary table (see Appendix B for example), and self-assessment narratives of instruction, scholarly activities, service, and clinical practice (where appropriate). Faculty may request peer evaluation of teaching or may include any other information (as outlined in the ISU Periodic Performance Review Faculty Evaluation Form) for consideration. Faculty responding to a Five-Year Periodic Performance Review have up to 10 business days to respond to any College of Pharmacy level review letter.

V. COLLEGE PROMOTION AND TENURE COMMITTEE FUNCTIONS

The College FAC functions as the College P&T Committee (College Bylaws, II.B.1.C., III.A.6). The FAC is responsible for the development of policy and making recommendations pertaining to standards and requirements for academic promotion and the awarding of tenure, which may include procedures and instruments to be used in the evaluation of individual faculty activity.

A. Composition of the Promotion and Tenure Committees (Bylaws III.A.2.) Each P&T Committee will be composed of the following members:

1. All members of the College FAC.
2. Two non-voting professional pharmacy students, one from the Pocatello campus and one from the Meridian Center, selected by the Pharmacy Student Senate and appointed by FAC. One student shall be a P-2 and one a P-3. To ensure continuity, students serve for 2 years beginning in their P-2 year. Each year a P2 student is selected to serve for their P2 and P3 years. The other student is the returning P3. In the event the returning student is unable to serve, the Pharmacy Student Senate will select a replacement to be appointed by FAC.
3. One faculty representative who functions as the candidate’s advocate. The candidate will select a faculty member to serve as his/her representative on his/her P&T Committee. Limitations on selecting a faculty representative are that s/he:
   a. Cannot be a faculty member supervised by the candidate,
   b. Cannot have completed the candidate’s annual performance evaluation for the previous year,
c. Cannot be the candidate’s department chair or dean or a member of the DHS Executive Committee, and

d. Must hold a faculty appointment within ISU

e. Must have at least the level of promotion that the candidate is seeking

f. Should preferentially be the candidate’s mentor.

B. Implementation of Promotion and Tenure Guidelines

To build faculty trust and confidence that tenure and promotion recommendations originating from the FAC will be fairly and equitably applied, FAC is committed to documenting the evaluation process it uses for tenure and promotion recommendations. All FAC processes and procedures are in accordance with the College Bylaws and the ISU Faculty/Staff Handbook, or, where these documents are silent, have been approved by a majority vote of the FAC. FAC processes and procedures will be communicated to the faculty via written document and will remain in effect until a revised policy and procedure document is distributed to the faculty.

C. EVALUATION OF QUALITY AND QUANTITY OF ACCOMPLISHMENTS is detailed in the Promotion and Tenure Review Process Document, which is distributed at the May Faculty Meeting each year.

VI. CRITERIA FOR MEASUREMENT OF PERFORMANCE

A. Criteria For Time Requirements

1. The College of Pharmacy will adhere to University guidelines for time requirements relative to consideration of full-time faculty for promotion and tenure except as noted.

2. The minimum time criteria for promotion in each rank are defined in the ISU Faculty/Staff Handbook (4.III.A.2). These criteria require five years of teaching experience at the college level or other appropriate experience in the field for promotion to Associate Professor and seven years of teaching experience at the college level or other appropriate experience in the field for promotion to Full Professor.

3. Exceptions to these requirements are explicitly provided for in Part 4.III.A.2.c. This section states faculty having made “substantial contributions to their fields of specialization or who have demonstrated exceptional scholarship and competence or appropriate creative accomplishment of recognized outstanding quality may be appointed to faculty rank without satisfying established University criteria for initial appointment or promotion.” Such qualifications must be reviewed in accordance with University procedures, and the appointment must be approved by the President.

4. Part 4, Section IV.B.4., of the ISU Faculty/Staff Handbook defines standards of Eligibility for Tenure Status. Specifically, “such decisions are usually made no earlier than during the fifth full academic year of
employment and not later than the seventh such year. All satisfactory service in any professional rank may be used to fulfill the time requirement for acquiring tenure. Tenure may be awarded prior to completion of the usual probationary period in certain exceptional circumstances. Prior to attaining tenure status, the burden of proving worth rests with the individual.”

5. The College of Pharmacy also recognizes the unique requirements of part-time and non-tenure track faculty related to promotion. The College will consider such faculty for promotion using the above timelines established by the University and such faculty will be required to fulfill all other minimum requirements as established by the University, and the College for promotion to that rank.

B. Criteria for Evaluation of Collegiality and Professionalism

1. All faculty must be collegial members of their departments, and their actions must contribute to the effectiveness of the department, the College and the University. Faculty are expected to be intellectually honest, dependable regarding their ability to meet deadlines and commitments, and to exhibit professional demeanor. Collegial faculty are able to interact effectively with their peers and students, and are sought out by others for opinions. Faculty also should be sensitive to and exhibit an understanding of the profession of pharmacy.

2. While collegiality and professionalism are important and should be evaluated as a threshold condition, candidates possessing these attributes must still demonstrate appropriate quality and quantity of teaching, scholarly activity, service and, where appropriate, clinical service in order to receive a committee recommendation for tenure and/or promotion.

C. Criteria for Evaluation of Instruction

1. Instruction of students is one of the primary tasks for faculty members. A basic responsibility of a faculty member is to impart the knowledge and skills of his/her discipline to students. In addition, a teacher must encourage the student to learn and develop independent critical thinking, problem solving skills and professional judgment.

2. Instruction refers to the broad area of student-faculty interaction for educational purposes and may include didactic lecture, laboratory instruction, small group conferences, patient presentations or individual discussion in the laboratory or practice environment. Teaching activities include not only instructional activities, course coordination and educational innovation, but course development as well.

3. Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and the ability to organize and effectively convey material to students. While teaching effectiveness is difficult to
define or assess precisely, it is generally recognized that good teaching requires:

a. Effective communication and organizational skills.
b. The ability to stimulate thinking.
c. Effective interaction with students.
d. Knowledge relevant to the subject area.
e. Effective course management.
f. The ability to model professionalism.

These six attributes of good teaching will be used in conjunction with the scope of teaching instruction, and the size of the teaching load as guidelines to evaluate teaching activity.

4. Instruction is a highly individual pursuit and will vary with the learning environment. Faculty members are encouraged to be innovative and personalize their instruction techniques. Documentation of creative endeavors related to instruction is valued and will be recognized when the outcomes of the innovative activity are assessed.

5. The College is committed to peer evaluation as a critical element of the evaluation of instruction for purposes of promotion and tenure. Peer evaluation will be used specifically to evaluate communication skills, organization and content. In addition, APPE instruction will be evaluated to assess the ability of the candidate to motivate students to achieve a higher level of pharmaceutical care provision for their patients.

6. Additional factors to be evaluated include the quality, utility and appropriateness of the grading instruments, educational materials (e.g., handouts), the course management as exemplified by the course syllabi, and the extent to which course materials and objectives are consistent with the overall goals of the curriculum. Teaching quantity will be assessed compared to the average teaching load for the candidate’s peer group (e.g., clinical practice faculty, or basic sciences Ph.D. faculty).

7. Student assessments of teaching will also be an important element of the evaluation process. The students’ consensus view will be determined regarding the candidate’s ability to:

a. Effectively interact with students.
b. Provide intellectual stimulation.
c. Accomplish the outlined course objectives.
d. Maintain continuity during teaching.

8. Evaluation of instruction may also include other factors, such as:

a. Formal student evaluations of teaching effectiveness.
b. Candidate activity and effectiveness in supervising graduate or postdoctoral trainees.
c. Evaluation by attendees at continuing education courses and workshops.
d. Effectiveness in mentoring younger scientists, teachers or practitioners.
e. Evaluation, by student members of the P&T Committee, of materials in the candidate’s portfolio that pertain to instruction.

D. Criteria for Evaluation of Research and Scholarly Activities

1. Scholarship is an essential component of the mission of the College of Pharmacy. Much of the local, national and international reputation of a College of Pharmacy is dependent on the scholarship of its faculty. Consequently, all faculty have a responsibility to generate and disseminate knowledge through scholarship, and efforts by faculty to engage in scholarship are viewed as an essential component of the candidate’s commitment to the mission of this institution. All faculty, including non-tenure track faculty must demonstrate, at minimum, competence in the area of scholarship (defined as a score of ≥ 2).

2. For the purposes of these guidelines, scholarship is defined as those creative endeavors that lead to advances in new information and knowledge. It is understood to be intellectual work communicated to and validated by peers. This scholarship shall be consistent with the mission of the College of Pharmacy. The definition of scholarship outlined in sections D.2 and D.3a-d of this document apply to all faculty including non-tenure track faculty.

3. When the faculty use the term “scholarship”, it refers to any of the four functions broadly defined by E. L. Boyer (Scholarship Reconsidered, The Carnegie Foundation for the Advancement of Teaching, 1990) and E.L.Boyer (From Scholarship Reconsidered to Scholarship Assessed, 1996 Quest and The Scholarship of Engagement, 1996 Journal of Public Service and Outreach), these being:

   a. The scholarship of discovery which refers to the discovery of new knowledge in the traditional sense of research, e.g., the development of new ideas and the finding of new facts.
   
   b. The scholarship of integration, which refers to the association of isolated facts into perspective both within and across disciplines.
   
   c. The scholarship of application which refers to the utilization of knowledge within the audiences served by the College, e.g., practice development projects, involving the application of innovative techniques to problems in delivery of pharmacy services or scholarship dealing with aspects of social-behavioral sciences, management and socioeconomic problems.
   
   d. The scholarship of teaching, which assures that the work of the professor, becomes consequential because it is, understood by others separate from the College.

4. Five criteria (not listed in order of significance) are used to evaluate a faculty member’s progress and competence in the area of scholarship. To demonstrate competence in scholarship, the candidate should be a significant contributor to scholarly projects that result in peer review and
publication. Participation as a site investigator in multi-centered clinical trials will be considered under scholarship activities. Community Engaged Scholarship will be considered under scholarship activities. The role of the candidate in collaborative research or scholarship activities must be delineated. Tenure track faculty must demonstrate competence in all five criteria whereas non-tenure track faculty must demonstrate competence in at least 2 of the 5 criteria, one of which must be “c” below:

a. Seeking funding for scholarship. It is important that the faculty member strive to maintain funding sufficient to support an ongoing program of scholarly productivity. Funding is defined as those moneys, which support research or scholarly activities which can be freely communicated and which the faculty member obtains, in an independent fashion, from any source.

b. Successful acquisition and management of funding for scholarly activities. The University should be the recipient of the research contract.

c. Written dissemination of the results of scholarship. The guiding principle is that excellence in research and scholarly activity should be evaluated and not merely enumerated. Written dissemination of the results of scholarship can occur through publications of original research, evaluative descriptions of practice and instruction innovations, critical reviews in refereed journals, patents, book chapters, and so forth. The candidate’s role in multi-authored publications should be addressed. The quality and importance of the publication will be evaluated. As a general rule, reports of original research, patents or scholarship of teaching and practice innovations are weighted more heavily than review articles and book chapters, which in turn, are weighted more heavily than case reports, abstracts and manuals (e.g., training manuals), which are in turn weighted more heavily than letters to the editor.

d. Verbal dissemination of the results of scholarship. Verbal dissemination of the results of scholarship can occur through:
   1) Contributed platform presentations/posters presented at scientific or professional meetings. The candidate’s role in multi-authored presentations should be addressed.
   2) Invited lectures on research and scholarly work. These are defined as presentations to university groups, government agencies, professional organizations, or industrial organizations that address specific knowledge in a scientific and/or professional area of expertise.
      (a) Presentations to lay groups are not included here, but should be considered under “service.”
      (b) Presentations to groups made up entirely of College students are not included, but should be considered under “teaching.”

e. Evidence of continuing productive scholarship, which may include, but need not be limited to:
   1) Honors and awards recognizing professional and/or scientific achievements.
2) Membership on editorial boards of scientific or professional journals.
3) Membership on study sections for extramural funding agencies.
4) Extramural (outside the University) panel participation (e.g., roundtable discussions), provided that participation is based on scientific and/or professional expertise.
5) Workshop leader or program moderator in an area of scientific and/or professional expertise.
6) Service as a referee for scientific or professional journals and meetings.
7) Consultant ships, which include advisement of governmental agencies, industry or professional groups; or serving as an expert witness. Committee work is considered under “service.”
8) Evaluation by scholars in the faculty member’s field of competence both from within the University and from other institutions.

5. Non-tenure track faculty
   a) The major responsibilities for non-tenure track faculty are teaching and clinical practice, however, effort in scholarship as well as service are expected.

   b) Candidates will be evaluated with regard to department workload policy and the candidate’s position description/category/funding source with consideration of the candidate’s percent effort available for scholarship.

E. Criteria for Evaluation of Clinical Practice

1. Faculty in the Department of Pharmacy Practice and Administrative Sciences who have assigned APPE and/or pharmacy practice responsibilities must demonstrate competence in pharmacy practice.

2. Pharmacy practice encompasses a wide array of pharmacy related activities. The Practice of Pharmacy, as defined by Chapter 17, Title 54 of the Idaho Pharmacy Act, means the interpretation, evaluation and dispensing of prescription drug orders; participation in drug and device selection, drug administration, drug regimen reviews or drug related research; provision of patient counseling and provision of those acts or services necessary to provide pharmaceutical care; the responsibility for compounding and labeling of drugs and devices; proper and safe storage of drugs and devices, and maintenance of proper records for them; and offering or performing those acts, services, operations or transactions necessary to conduct the operation management or control of a pharmacy.
3. The following criteria will be used to evaluate a candidate’s competence in Pharmacy Practice:
   a) Provision of patient care activities that support the development of pharmaceutical care. Pharmaceutical care is the provision of drug therapy or drug therapy advice for the purpose of achieving outcomes that improve a patient’s quality of life. Pharmaceutical care activities must include monitoring of drug related aspects of patient care, and documenting patient specific pharmacist intervention. Examples may include but are not limited to:
      1) Patient drug therapy evaluation, counseling and, education in the hospital, community, or ambulatory care practice setting.
      2) Geriatric facility chart review; and collaborative drug therapy management agreements.
      3) Additional patient care activities that may support the development of pharmaceutical care would be considered here on an individual basis.
   
   b) Provision of service projects to health care professionals. Examples may include but are not limited to:
      1) Providing drug information about specific drug related questions.
      2) Preparing drug monographs or adverse drug reaction reports for Pharmacy and Therapeutics Committees or other organizations.
      3) Obtaining medications through compassionate use protocols.
      4) Designing or implementing pharmacy or other medication operating procedures.
      5) Maintaining proper records for transactions necessary to conduct the operation, management or control of a pharmacy.
   
   c) Development of projects that demonstrate measurable population based patient care outcomes. Examples may include but are not limited to:
      1) Performing drug utilization reviews (including appropriate prescriber interventions),
      2) And implementing specialty clinics, or projects.
   
   d) Seeking funding for clinical services and/or patient care activities. Examples may include but are not limited to:
      1) Acquiring funding for residencies or the candidate’s faculty position.
      2) Third party billing for patient services.
      3) Funding for pharmacy dispensing or consulting services; patient education programs; or special projects or clinics.
   
   e) Board certification, continued re-certification, or credentialing by a nationally recognized certification program. Examples may
include but are not limited: Certification by the Board of Pharmaceutical Specialties (APhA), the National Association of Boards of Pharmacy (NABP) Disease-State Credentialing Program, or American Society of Consultant Pharmacists (ASCP).

f) Presentation or participation in educational programs with clinical content to health science or health care professionals. Activities of this type should be differentiated from research or educational based presentations. Examples include but are not limited to:
1) Presentation of lectures on clinical topics to health science or health care professionals;
2) Or participation on expert panels or symposia.

F. Criteria for Evaluation of Service

1. Service to the University, to the College of Pharmacy, to the public and to the profession is an important responsibility of all faculty members. Components of certain service activities may overlap with those of instruction and research. This is especially relevant for practice faculty who are required to spend many hours maintaining patient or other professional services beyond those needed for direct student supervision or scholarly activity. The College of Pharmacy recognizes the significant commitment required for these practices to be successful.

2. No distinction shall be made between compensated and uncompensated service except that compensated service must be in accordance with established University policies.

3. The following list of examples may help the candidate compile a clear record of service:
   a) The activities of the College of Pharmacy.
   b) Committees and councils within the College and the University.
   c) Professional or scientific organizations.
   d) Community projects that provide service to the public.
   e) Advisory functions to individual students or student organizations.
   f) Organization and/or presentation of continuing education programs for pharmacists and other health professionals.
   g) Projects that provide service to pharmacists and other health professionals, e.g., Drug Information.
   h) Patient services provided in an organized patient care environment.
   i) Participation in community activities that enhance understanding of the College, the University, and/or the profession.
   j) Provision of individual consultations in the candidate’s areas of expertise.
   k) Administrative duties within the University, College and Department.
   l) Election or appointment to governing boards, task forces, and the like, which utilize the faculty member’s professional expertise.
VII. MATERIAL REQUESTED BY THE FACULTY AFFAIRS COMMITTEE FOR THE REVIEW OF PROMOTION AND/OR TENURE

A. Candidate Responsibility

1. Cover Letter
   The candidate should provide the FAC with a letter briefly documenting why they are ready for tenure and/or promotion. This letter must include concise narratives serving as a self-evaluation of the candidate’s accomplishments in the areas of instruction, scholarship, service, clinical practice when appropriate, and any other areas of merit. Longevity in rank is not a justification for consideration for promotion. The FAC will consider any evidence for career growth in rank. Note that at the deadline for the letter of intent, the candidate should also have available items 1-5 of this section.

2. Curriculum Vitae
   The FAC requests a current CV.

3. Summary Table of Professional Activities
   The FAC requests that the candidate provide a summary table of their activities in instruction scholarship and research, clinical practice if applicable, and professional service. (Depending on individual writing styles, it may be easier for the candidate to craft the cover letter after constructing the summary table.) A suggested template/format for the summary table is in Appendix B.

4. Summary of Teaching Evaluations
   The FAC requests the candidate summarize the student evaluations of teaching as required by the ISU Tenure and/or Promotion Application Form (see form for guidance).

5. A list of four suggested external reviewers.

6. A completed ISU Tenure and/or Promotion Application form (it is recommended a candidate start on this first).

7. Publications
   The candidate should provide copies of up to five publications that they consider their most significant work.

8. Additional Material
   The FAC may request further documentation of information presented in any of the submitted material described above (V.G. 1-3). Such requests may include but are not limited to course syllabi, course objectives, samples of handouts and exams, written evidence of submission/funding of grant proposals and contracts, and programs indicating presentations at professional meetings. The candidate will be expected to possess documentation for any activities cited for tenure and/or promotion review; however, the candidate is advised not to formally assemble any of this material unless requested for clarification. The FAC will meet initially in late October or early November to pre-review applications.
Requests for additional material, if necessary, will come from this meeting. The candidate will have approximately thirty days to provide the FAC with the material prior to the meeting where tenure and/or promotion recommendations are finalized.

9. Note: ISU requires the candidate to submit the portfolio as three binders. Items 1-6 are to be the initial content of Binder #1 of the portfolio, items in section 7 - Binder #2 of the portfolio, and items in 8 - Binder #2 or #3 respectively. See Appendix C for a list of the binder contents. The candidate is required to submit a hard copy of the document-filled binders at the deadline for the portfolio. The FAC will convert the hard copy into an electronic copy and add materials from the Department and the FAC as described.

Responsibility for providing these materials to the FAC by the published deadline on the College and University calendar will reside with the candidate.

B. Department Responsibility

1. Teaching Evaluations (placed in Binder #2)
The candidate’s department will supply, from its files, the teaching evaluations for all courses. Priority should be given to required courses for professional students and graduate courses, if applicable.

2. Annual Reviews (placed in Binder #1)
The department will provide all copies of the candidate’s annual performance reviews to the FAC.

3. Third-Year Review (placed in Binder #1)
The Department will provide the FAC with a copy of the third-year performance review.

4. External Review Letters (placed in Binder #1)
The department will provide the FAC with approximately four external review letters solicited from reviewers chosen by the chair and the candidate.

5. Departmental Workload Policy (placed in Binder #1)
The department will provide the FAC with a copy of the Departmental Workload Policy.

6. Candidate’s Job Category and/or Job Description. (placed in Binder #1)
The department will provide the FAC with a copy of the candidate’s job category that includes an indication of their work load distribution over the areas of instruction, service, scholarly activities and/or clinical practice.

7. Additional Materials (placed in Binder #2 or #3 as appropriate)
The FAC may request further documentation of information presented in any of the submitted materials described above. Such requests may include but are not limited to: documentation related to promotion and/or tenure timelines or adjustments; departmental teaching evaluations; etc.
Responsibility for providing these materials to the FAC by the published deadline on the College and University calendar will reside with the department chair.

The candidate has the right to review all materials submitted by the department chair prior to FAC review and the addition of external review letters.

VIII. Amendments to this document
Amendments to the Promotion and Tenure Guidelines Document of this faculty organization shall be presented in writing to each member of the faculty at least fifteen working days prior to the final academic spring semester meeting at which such amendments shall discussed and ballots presented for purposes of voting. Such amendments shall require a simple majority vote of the organizational membership to be adopted.

Approved By The Faculty, 12-18-87;
Revisions Approved 6-17-97, 1-12-98, 5-15-98, 5-14-99, 5-12-00, 6-6-02, 8-20-04, 3-8-06, 5-9-08, 5-8-09, 8-17-09, 5-7-10, 8-12-11, 5-5-12, 5-27-13
IDAHO STATE UNIVERSITY
COLLEGE OF PHARMACY
Promotion/Tenure CV Template
(Use Additional Pages When Necessary)
** Refer to the ISU Policy and Documentation Requirements for Tenure and or Promotion for details on formatting and documentation requirements

Name:

Department:

Area of Expertise:

Education and training:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program/Major</th>
<th>Dates of Attendance</th>
<th>Degree Earned</th>
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Academic and Professional Experience:

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<tr>
<th>Position</th>
<th>Employer</th>
<th>Dates</th>
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Honors and Awards: (include honors and awards for all areas- teaching, scholarship, clinical practice and service)

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<thead>
<tr>
<th>Award/Recognition</th>
<th>Date</th>
<th>Organization</th>
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Professional Licensure and Certification:

Professional Development Activities: (include activities for all areas- teaching, scholarship, and service)

Membership in Professional Societies:
INSTRUCTION

Teaching History at ISU:
**Courses/Lectures:** (Bold indicates graduate courses; indicate total contact hours per semester)

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Course Title</th>
<th>Level</th>
<th>No. of Contact Hours</th>
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**Early and Advanced Experiential Teaching:**

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<tr>
<th>Semester/Year</th>
<th>Course Title</th>
<th>No. of Students</th>
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**Students Directed:** (include graduate students, professional students, residents, and postdoctoral fellows)

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<thead>
<tr>
<th>Student Name</th>
<th>Degree Sought</th>
<th>Institution</th>
<th>My Role</th>
<th>Student’s Present Position</th>
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**Instruction History at Other Institutions:** (repeat above sections for each institution)

**SCHOLARSHIP**

**Publications:** (Applicant indicated in **bold**)

Research Publications in Peer Reviewed Journals:

Research Publications in Non-Peer Reviewed Journals:

Professional Publications in Peer Reviewed Journals:

Professional Publications in Non-Peer Reviewed Journals:

Books:

Book Chapters:

Papers Presented: (Presenter denoted by asterisk and applicant **bold**)

20
Published Abstracts of Peer Reviewed Research Presentations:

Published Abstracts of Non-Peer Reviewed Research Presentations:

Other Publications:

Invited Presentations:

**Extramural Scholarship**

**Grants/Contracts:** (Competitive grant proposals in **bold**)

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<tr>
<th>Agency</th>
<th>Date</th>
<th>Title</th>
<th>Investigators</th>
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Funded Grants/Contracts as Co-Investigator:

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<th>Agency</th>
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**TOTAL AMOUNT OF FUNDING:**

Pending Grants/Contracts as Principal Investigator:

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<th>Agency</th>
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Pending Grants/Contracts as Co-Investigator:

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TOTAL AMOUNT OF FUNDING PENDING:

Submitted (but not funded) Grants/Contracts as Principal or Co-Investigator:

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<th>Agency</th>
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**Consultant ship**

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<th>Agency/Organization</th>
<th>Date</th>
<th>Description</th>
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**CLINICAL PRACTICE**
Please change or add to the table to fit individual needs.

**Patient care activities, service projects to health care professionals, and funding:**

<table>
<thead>
<tr>
<th>Agency/Organization</th>
<th>Date</th>
<th>Activity Description</th>
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**SERVICE**

**Service at ISU:**

Department:

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<th>Committee/Activity</th>
<th>Date</th>
<th>Position Held</th>
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College:

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**Service at Other Institutions:** (repeat above sections for each institution)

**Administrative Duties:**

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**Professional Service:** (including peer-review and service to professional organizations)

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<th>Activity</th>
<th>Date</th>
<th>Position/Office/Role</th>
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**Continuing Education Presentations:**

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**Other Service Activities:**
SUMMARY OF ACTIVITIES IN INSTRUCTION, SCHOLARSHIP AND SERVICE add a column for Clinical Practice if Appropriate
(Name Here)

<table>
<thead>
<tr>
<th>Year</th>
<th>Instruction (Courses and Contact Hours)</th>
<th>Scholarship (e.g., Publications, Presentations, Grants)</th>
<th>Service (e.g., Committees, CE Presentations)</th>
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Additional Notes (e.g., Awards, Certifications)
SUMMARY OF PORTFOLIO BINDER CONTENTS
(Recommended Candidate include a table of contents for each binder)

Binder #1.
1. Current Curriculum Vitae
2. Cover letter with self-assessment narrative summaries (instruction, service, scholarship, and clinical practice if applicable)
3. Summary Table (COP Promotion and Tenure Guidelines Appendix B)
4. Summary of student evaluation of teaching (ISU Tenure and/or Promotion Application Procedure)
5. List of four suggested External Reviewers
6. The completed ISU Promotion and/or Tenure Application Form.
7. Annual Evaluations and Third Year Review (Supplied by the Department Chair, added to the binder by the FAC Chair)
8. Departmental Workload Policy (Supplied by the Department Chair, added to the binder by the FAC Chair)
9. Candidates Job Category and/or Job Description (Supplied by the Department Chair, added to the binder by the FAC Chair)
10. External Reviewers letter (Solicited by the Departmental Chair)
11. The College of Pharmacy Faculty Affairs Committee letter of review, The Departmental Chair letter of review, and the College of Pharmacy Dean letter of review (to be added by the FAC Chair)

Binder #2 (Instruction and Service Portfolio)
1. Supporting Documentation and materials for instructional activities. Such as sample course syllabi, instructional materials (handouts, etc), innovations, awards, student evaluation of teaching (supplied by Dept. Chair) etc. The FAC will add the peer-evaluations of teaching done in their process to this section.
2. Supporting Documentation and materials for service activities. Such as copies of CE presentations (if service), certificates of membership, relevant communications, annual report of committee activities, etc.

Binder #3 (Scholarship and Clinical Practice Portfolio if appropriate)
1. Supporting Documentation and materials for Scholarship activities. Such as journal articles, abstracts, chapters, books, etc.
2. Supporting Documentation and materials for Clinical Practice activities. Such as support letters, collaborative practice agreements, innovations, relevant documentation, in-service presentations, etc.