

MEDICAL UNIVERSITY OF SOUTH CAROLINA  
COLLEGE OF PHARMACY 3/19/02

Revised 8/16/07 with translational / collaborative research criterion (p.7) approved by faculty.

Promotion and Tenure Guidelines

These guidelines serve as an extension of the general University guidelines, as set forth in the Faculty Handbook, concerning promotion and the award of tenure. Promotions and tenure are recognition of achievements and of promise that the individual is capable of assuming additional responsibilities. The policy of the College of Pharmacy is to make promotions and to grant tenure solely on the basis of merit. To this end, the College of Pharmacy has established specific criteria for promotion and for granting tenure.

**PART I - TENURE-TRACK**

I. PROMOTION

Promotion is an acknowledgment of excellent performance in two of the three areas of teaching, research/scholarship, and service (including service to the University and College and Clinical practice, if applicable). One of the two areas of excellence MUST be that which is given prominence based on activity reports and job description. Competence in the remaining area must be shown. In all cases teaching effectiveness and general service to the College or University must be demonstrated.

II. TENURE

Tenure is granted as a result of demonstrated competence and a strong commitment to serve the College of Pharmacy. Faculty requesting tenure will be evaluated according to the rules for promotion. Since tenure is basically a lifetime commitment by the College of Pharmacy, a higher level of attainment in the areas specified above and the promise of long-term contributions to the Medical University of South Carolina will be expected. Tenure-track faculty members who have not attained tenure must receive a formal review at least every three years (Appendix I). Tenured faculty will be reviewed in accordance with the MUSC Faculty Handbook.

III. CRITERIA, RATIONALE, AND METHODS FOR MEASUREMENT OF PERFORMANCE

A. Time requirements

Current Rank	Minimum Service (years)
Assistant Professor	3
Associate Professor	4

If a faculty member has not been promoted to Associate Professor by the end of his/her seventh year, termination will occur following Medical University of South Carolina guidelines. (See Appendix II)

## B. Criteria for Teaching

### 1. Characteristics

Teaching effectiveness is admittedly difficult to define or assess precisely. The general characteristics of a good teacher are listed below and will be used by the Promotion and Tenure Committee as guidelines in evaluation of teaching performance. The faculty member is expected to demonstrate competence in the classroom, clinical environment, or laboratory in all five areas.

- a. Effective communication skills
- b. Stimulation of thinking
  - (1) Utilizes teaching methodologies that facilitate development of the students' decision-making and problem solving skills and the synthesis, evaluation and application of knowledge.
  - (2) Able to stimulate students to pursue the subject beyond the minimum requirements in the classroom, practice site and/or laboratory.
- c. Interaction with students
  - (1) Attempts to motivate students
  - (2) Sensitive to student needs
  - (3) Demonstrates patience
  - (4) Fair and impartial
  - (5) Attentive to student comments and questions
  - (6) Skilled in observing student reactions
- d. Knowledge
  - (1) Knowledgeable of current concepts and new developments in discipline and incorporates them in course materials.
  - (2) Discards outmoded concepts or places them in a proper perspective.
- e. Course management
  - (1) Develops course objectives and communicates them to students.
  - (2) Teaching and testing are consistent with course objectives.
  - (3) Develops and uses educational materials appropriately.

For promotion and/or award of tenure, it is expected that the candidate will have consistently demonstrated good to excellent rating in each of the above areas.

### 2. Advising

Faculty are expected to serve students and post-graduate trainees as:

- a. Academic advisors
- b. Faculty advisors for student groups

- c. Career development advisors

### 3. Documentation

It is the responsibility of the faculty member to provide the Committee with the following documentation related to teaching performance:

- a. Self-Evaluation Summary of accomplishments
  - 1. The faculty member should provide a self-evaluation in the form of a summary of teaching performance and a description of future plans, using the characteristics of a good teacher (see Section I.A.) as guidelines.
  - 2. Evidence of continuing education in teaching methods, e.g., certificates and program descriptions, should be included with the submission.
- b. Instructional materials could include but are not limited to:
  - 1. Course syllabi
  - 2. Course objectives
  - 3. Samples of handouts or other teaching materials
  - 4. Samples of exams and other evaluation instruments
- c. Student/resident/fellow evaluations  
All original instructor and course evaluation reports or other appropriate system submitted by students for each course taught will be supplied to the Committee. Such evaluations will be in keeping with standards developed by the Department, College and/or University.
- d. Peer evaluation  
The College is committed to peer evaluation of teaching performance on a regular and ongoing basis. As methods are developed and standardized, such evaluations, when available, will be supplied to the Committee to aid in assessment of teaching performance.
- e. Any other material or information that may be helpful to the Committee in the evaluation process. Examples are teaching honors or awards, authorship of textbooks or other teaching materials, participation in teacher's seminars, participation in visiting or exchange teacher's programs, names and addresses of professional colleagues outside the College, both on and off campus, who are familiar with the applicant's teaching and evaluations of presentations from Continuing Practitioner Education.
- f. Recognition will be given for evidence of creativity in teaching.

### C. Criteria for Evaluation of Research and Scholarship

The following criteria and guidelines are used in the evaluation of the faculty member's progress and competence in the area of scholarship, research, or other creative work. Scholarship has been defined, for the purposes of these guidelines, in Appendix III.

Independence, sustained and continued productivity, and collaboration are all variables that can affect the assessment of the individual's performance and will be addressed by the Committee.

The quality and importance of the publication and journal (also assessed by outside reviewers and other means e.g. Science Citation Index) will be evaluated by the Committee. Primary authorship will be considered.

1. Publications

a. Publication of peer-reviewed original research, case reports, evaluative descriptions of practice and teaching innovations, and critical reviews in refereed journals, and/or book chapters.

The capability of being continuously and effectively engaged in creative activity of high quality and significance is a basic requisite for maintaining and enhancing professional competence of any faculty member. Usually, the measures of quantity and quality of published refereed research and other creative work are used as indicators of professional competence of the faculty member.

The guiding principle in the use of this criterion is that: "Excellence in research and other creative accomplishments of a candidate should be evaluated and not merely enumerated." In general, there should be evidence that the candidate is continuously and effectively engaged in creative activity of high quality and significance.

Finally, although the quantity is easier to measure than quality, evaluators must exercise extreme care in evaluating coauthored research. In order to facilitate the evaluation process, the candidate is expected to indicate the nature of contributions made to coauthored research, and to separate refereed publications from other publications. Additionally, when a candidate has been involved in dissemination of essentially the same information several times (e.g., as a proceedings piece, an abstract, a journal article, a working paper and a book chapter), the candidate is expected to indicate clearly the relationships among various writings to aid in the evaluation.

The most difficult phase of the evaluation of research is the weighting of quality, vis-a-vis, quantity. Clearly, this activity requires the highest level of professional judgment on the part of evaluators, not only because of the difficulty of the judgment involved, but because (especially when tenure is under consideration) the judgment being made involves estimation of the likelihood of the continued future efforts and productivity of the candidate.

It is generally expected that the publications of academic researchers (generally, research is greater than 50% of their job description) will be largely comprised of reports of original research while those of academic practitioners (generally, service is greater than 50% of their job description) will be largely comprised of original case reports and

evaluative descriptions of practice and teaching innovations. Original reports of traditional research or evaluations of teaching and practice innovations and original case reports are weighted more heavily than review articles, repetitive case reports, and book chapters which are, in turn, weighted more heavily than letters to editors and monographs. The candidate's role in multi-authored publications should be addressed.

Generally, promotion to the rank of Associate Professor and/or award of tenure will require a minimum of 10 to 20 publications (excluding abstracts) in the peer-reviewed, original report category for academic researchers and seven to ten peer-reviewed publications (excluding abstracts) for academic practitioners.

Generally, promotion to the rank of Professor will require a minimum of 20 to 30 publications (excluding abstracts) in the peer-reviewed, original report category for academic researchers and 15 to 20 peer-reviewed publications (excluding abstracts) for academic practitioners.

b. Other works that are not typically peer-reviewed

- (1) Books and book chapters
- (2) Audio-visual programs
- (3) Regular columns in journals
- (4) Articles in non-refereed journals
- (5) Letters to editor and book reviews
- (6) Monographs and abstracts

Generally, promotion to the rank of either Associate Professor or Professor or award of tenure does not require activities in categories #1-5. Activities in these categories, however, will be viewed favorably by the Committee.

2. Grants/contracts/extramural funding

For the purposes of the Committee, extramural funding is defined as those moneys that the faculty obtains in an independent fashion from any source. There are three major categories of extramural funding:

- 1) competitive, peer reviewed grants;
- 2) research grant from government, foundations or commercial entities that do not employ strict methods to ensure national competition and peer review; and
- 3) non-competitive training, or service contracts, or sub-contracts to research grants.

In general these categories will be weighted as follows: Category 1 > Category 2 > Category 3. Generally, academic researchers are expected to generate sufficient monetary support to maintain an independent program of research productivity. The Committee will favorably weight such support.

The following criteria will be used in the value of the proposal:

- (1) Category of funding

- (2) Scientific merit or clinical impact of the proposal
- (3) Role of faculty member, such as Principal Investigator/Project Leader, Co-Investigator
- (4) Degree of participation in a joint proposal
- (5) Candidate's status in multi-investigator research (e.g. leadership, significance of contributions, independence)

Although not required for promotion or award of tenure for academics practitioners, such faculty members are encouraged to seek independent funding to support their scholarly pursuits.

### 3. Contributed platform presentation/posters presented at scientific or professional meetings.

In general, these presentations will be weighted as follows:

International/National > Regional > State and local  
 Reviewed > non-reviewed  
 Original Work > Review Paper

The candidate's role in multi-authored publications should be addressed.

### 4. Invited lectures

Presentations to university groups, government agencies, professional organizations, industrial organizations, and industrial gatherings that impart specific knowledge in a scientific and/or professional area of expertise will be considered. Presentations to lay groups are not included but are considered under Service. Presentations to groups made up wholly of students are not included but are considered under Teaching. Invited lectures are weighted in the same manner as that described for Platform Presentations/Posters presented at Scientific or Professional Meetings.

Panel participation (e.g. roundtable discussions) provided such participation is based on scientific and/or professional expertise.

Workshop leader or program moderator in an area of scientific and/or professional expertise.

### 5. Translational / collaborative research

Collaborative and translational activities will serve as one criterion for promotion and tenure consideration. Accordingly, a faculty member's accomplishments in research will also be evaluated for breadth of collaboration within the department, among college and university departments, and among other institutions. As described by the NIH, translational research encompasses activities in the bench-to-bedside and bedside-to-practice arenas.

Within this realm, faculty entrepreneurship is encouraged. Such initiatives bring economic resources and visibility to our universities, contribute to the public welfare in South Carolina,

and are tangible benchmarks demonstrating the successful application of university research to health care needs. To promote such activities among our faculty, when biomedical discovery leads to effective technology transfer, this will be given consideration in the tenure and promotion processes. Examples of entrepreneurship include submission of invention disclosures, receipt of patents / licenses on behalf of the university, award of Small Business Innovation and other translational research grants, and participation in start-up companies.

Faculty members are to clearly delineate their collaborative and translational activities in their promotion and tenure packets.

## 6. Consulting

Advisement of governmental agencies, industry, professional groups, or serving as an expert witness. Committee work is considered under “Service”.

## 7. Honors and awards

- Honorary degrees
- Awards recognizing professional and/or scientific achievements
- Fellowship in national professional and/or scientific organizations

## 8. National Recognition

In general, a requirement for promotion to professor is achievement of national recognition for accomplishments. Evidence of national recognition includes:

- 1) Invited lectures at national scientific or professional meetings
- 2) Invited chapters in textbooks
- 3) Honors or awards from national organizations
- 4) Service on editorial boards
- 5) Referee for professional journal
- 6) Membership on grant review study section

## 9. Documentation

It is the responsibility of the faculty member to provide the Committee with the following documentation of scholarship, research, or other creative work. In addition, the submission should include.

- a. Self-evaluation of progress to date, and future plans and goals.
- b. Reprints of published papers or patents. Submit no more than 5 or your choice to be considered by the Committee.
- c. Copies of the following:
  - (1) Letters notifying faculty member of action taken on applications for grants

and contracts.

- (2) Papers presented at scientific or professional meetings.
- (3) Invited lectures
- (4) Programs in which the faculty member participated on a panel or as a workshop leader.

d. Names and addresses of professional colleagues (referees) and peers, both on and off campus, who can assess the quality and significance of the faculty member's work in his/her research, scholarly, or creative discipline. In the interest of objectivity, the candidate will provide names of at least two objective external reviewers who CANNOT have had direct collaboration with the candidate such as co-authorships, nor can they be close personal friends. It is the departmental chair's prerogative whether or not to use these objective external reviewers. In addition, the department chair will request letters from two external reviewers of the candidate's choice. These outside reviewers may have collaborated directly with the candidate or have close personal knowledge of the candidate's academic career. In general, opinions and judgments from external sources (individuals outside the University) will receive greater consideration from the Committee than opinions and judgments from internal sources (individuals inside the University). These individuals should represent a cross-section of experts in the field in order to keep bias to a minimum. The faculty member may also request which potential referees not be selected along with a reason for the request. Outside reviewers will be instructed to comment on the originality, quality and importance of the work. A minimum of four outside reviewers will be required to complete this portion of the process.

e. Evidence that the academic researcher candidate is nationally-recognized in his/her area of scholarship.

f. Any other material or information that may be helpful to the Committee in the evaluation process.

#### D. CRITERIA FOR EVALUATION OF SERVICE

It is expected that all faculty will contribute in the area of General Service to the College or University. The following criteria and guidelines may be used in the evaluation of the faculty member's progress and competence in the area of service.

Evaluation of General Service is described in Categories 1-3 and Service defined through Clinical Practice is described in Category 4.

1. Service to the University, the College of Pharmacy and/or its departments.

Evaluation of this area should include but is not limited to:

- a. Committee/Task force memberships
- b. Committee chairmanships

- c. Recruitment of faculty, residents and students
- d. Administrative activities
- e. Residency coordination
- f. Faculty senate membership
- g. Student organizations

2. Service to the Biomedical Professions. Usually identified by time and effort given to local, state, regional, national or international professional organizations.

Submissions in this area should include but are not limited to:

- a. Continuing education programs
- b. Organizational offices - elected or appointed
- c. Committee chairmanships
- d. Committee memberships
- e. Meeting organization/chairmanship or session moderator
- f. Organization memberships

3. Professional/Volunteer Service to the Public/community (e.g. Church, Boy Scouts, Girl Scouts, Civic Groups, Schools, etc.)

Evaluation in this area could include but is not limited to:

- a. Pharmacy-related community service projects
- b. Invited presentations to the lay public
- c. Other Medical University of South Carolina related community involvement.

4. Service to the Medical University Hospital Authority or other affiliated partners of the MUSC College of Pharmacy

Evaluation of this area should include but is not limited to:

- a. Evidence that the practice has had and will continue to have demonstrable effect on health care outcome within a practice setting (Identifying drug related problems and documenting interventions; Providing patient education.)
- b. Evidence that the practice has influenced the nature of health care delivery (i.e., prescribing habits, medication administration, provision of information to health care professionals) toward more optimal delivery of health care.
- c. Evidence of participation as an integral member of a health care team, assisting with drug product selection, drug dosing and monitoring. Identifies and resolves daily operational and/or clinical problems which arise in his/her area of practice.
- d. Evidence of participation in the development of policies or improvements in drug-use programs and processes to evaluate cost-effectiveness and quality of service-related outcomes.
- e. Evidence of faculty development activities that enhance clinical practice (e.g.,

Credentialing, certification).

- f. Evidence of establishment of new or innovative types of pharmacy services.
- g. Evidence of national recognition in his/her area of expertise.

Generally, promotion to the ranks of Associate Professor and Professor and/or award of tenure require ongoing activity in items in category 2 (Service to the Biomedical Profession). Those at the national and international levels will be weighted more heavily. Participation in activities listed under category 3 (Professional/Volunteer Service to the Public/community) is highly desirable and encouraged but is not mandatory for promotion through the ranks or award of tenure.

For those faculty required to maintain a clinical practice, Category 4; items a.-d. are required for promotion and/or award of tenure. While items e.-g. are not required for promotion/tenure, they are highly desirable and will be appropriately weighted in promotion and tenure considerations. Item g. (Evidence of national recognition in his/her area of expertise) is required for promotion to the rank of professor and for those faculty members with primary responsibilities in the areas of practice and teaching.

## 5. Documentation

It is the responsibility of the faculty member to provide the Committee with documentation of service. The faculty member should give documentation of activities in applicable categories. The Committee should also receive in writing the following:

- a. Self-evaluation Summary of achievements in service and clinical practice when applicable.
- b. Names and addresses of individuals both on and off campus who are familiar with the faculty member's service (and clinical practice) activities (e.g., clinical service coordinator, committee chairs, coordinators or chairs of meetings or activities in which the faculty member participated, attending physicians, other health care professionals, colleagues, peers, etc.).
- c. Letters of support from attending physicians, house staff, patients, and/or other professionals in support of their service/clinical practice expertise.
- d. Summaries of professional service projects in which the faculty member has participated.
- e. Clinical intervention documentation forms.
- f. Participant evaluations, if possible, from presentations.

- g. Any other documents which will support the candidate's service contributions.
- h. Evidence of national recognition including:
  - (1) invited lectures at national scientific or professional meetings
  - (2) invited chapters in textbooks
  - (3) honors or awards from national organizations
  - (4) service on editorial boards
  - (5) service as a reviewer for professional/scientific journals
  - (6) consultancies
  - (7) relevant comments from external reviewers

It is essential that the candidate assemble his or her submission in a manner that clearly follows and addresses the guidelines described above. The timetable for the application and consideration process for promotion and tenure is provided in Appendix IV.

## APPENDIX I

### GUIDELINES FOR COP THREE-YEAR FORMAL REVIEW of Non-Tenured Tenure Track Faculty (approved 10/18/01)

#### Peer Evaluation

##### Purpose:

The internal formal review process is to benefit the faculty member by helping to gauge his or her progress toward eventual promotion and/or the award of tenure as consistent with the Performance Review System for Faculty of the Commission on Higher Education regarding peer review for tenure track faculty.

This peer review for non-tenured tenure track faculty will occur at least every three years from the date of appointment or promotion.

Non-tenured tenure track faculty may request periodic peer review, not to exceed once annually.

##### Materials for Consideration/Evaluation:

Upon notification by the Department Chair, the candidate will assemble and submit the following materials for consideration to the College APT committee chair **by February 15**. The APT Chair will distribute the package to the College APT or an appropriate sub-committee, if necessary (see below), for evaluation:

1. Current curriculum vitae
2. Information from last 3 years' Annual Activity Reports
3. Performance Evaluations (chair, clinical supervisor, etc.) - Optional
4. Best 3 examples of scholarship
5. Summary(ies) of student and peer evaluations of teaching effectiveness
6. Written self-evaluation summary of accomplishments (not to exceed 1 typewritten page)

##### Report:

If necessary, the Promotion & Tenure Sub-Committee will review of a candidate's materials and submit a written evaluation to the College APT **by March 31** summarizing its assessment of the quality of the candidate's performance in the traditional areas of evaluation (teaching, scholarship and service). Recommendations for improvement in one or more areas may be offered where deficiencies have been identified. Final report for 3-year reviews by College APT will be completed **by May 30**. A copy of this letter will be shared with the candidate and the department chair.

##### Promotion & Tenure Sub committees for 3- peer reviews

Based upon the number of faculty members needing review, the APT may use a sub-committee

to preliminarily review faculty. The Sub-committee shall be chaired by a member of the College APT and will include 5 other members from COP faculty at or above the rank being reviewed.

## **APPENDIX II**

### **PROMOTION TIME LIMIT**

#### **Policy:**

The rank of Associate Professor must be achieved by the end of the seventh year of employment as a tenure track faculty member at the University. Those not achieving this rank will be given a terminal, one year contract at the end of their seventh year.

#### **Implementation:**

This policy will become effective immediately upon adoption by the Department's tenure track faculty. It will apply, as written, to all tenure track faculty hired after the date of adoption. Faculty already employed by Medical University of South Carolina on the date of adoption must achieve promotion to the rank of Associate Professor by the end of their ninth year.

Faculty already employed on the date of adoption of this policy will undergo formal, internal review (as per Departmental policy) within one to three years of adoption. Timing of this internal review will relate inversely with length of employment (those employed the longest, will be reviewed first).

A faculty member may request additional time for the attainment of promotion to the rank of Associate Professor should three or more months be lost from work (e.g., because of protracted illness, maternity leave, etc.). Such requests should be made directly to the department chair. If possible, such requests should be made in advance of the work absence.

## **APPENDIX III**

### **SCHOLARSHIP DEFINED**

For purposes of evaluating scholarship as it relates to promotion and tenure consideration, 'scholarship' is defined along the following lines and with the following background rationale:

The mission of pharmaceutical education is to:

1. Generate and disseminate new knowledge about drugs, drug products, drug therapy, and drug use through the conduct of basic and applied research.

Scholarship is an essential component of the mission of pharmaceutical education and all faculty have a responsibility to generate and disseminate knowledge through scholarship. Scholarship has been broadly defined in terms of four separate but overlapping functions, these being:

1. The scholarship of discovery (the discovery of new knowledge in the traditional sense of research in the pharmaceutical sciences,
2. the scholarship of integration (the association of isolated facts into perspective both within and across disciplines),
3. the scholarship of application (the utilization of knowledge, developed through scholarships of discovery and/or integration with the vast audiences served by the academy), and
4. the scholarship of teaching (assuring that the work of the professor becomes consequential because it is understood by others).

When the Department uses the term 'scholarship', it refers to those activities related to the discovery, analysis, synthesis, integration and application of knowledge. Scholarship is the advancement of knowledge. Knowledge may be advanced in a number of ways including:

1. Traditional research
2. Well-constructed, critical analyses of existing knowledge
3. Developing and evaluating new methods of teaching
4. Curricular research, development and evaluation
5. Independent, creative efforts as well as collaborative projects with other scholars inside and outside pharmacy

#### **Independence as a criterion of scholarship**

Independence is a necessary criterion of scholarship. However, independence is compatible with collaboration. Independence in collaboration means that the participant brings a unique contribution to the project without which the project would suffer. While independence is expected of faculty, it is understood that it may be represented in ways other than simply being sole or first author on published papers.

## APPENDIX IV

### TIME TABLES (approved 7/18/01)

#### PROMOTION

1. Faculty member informs department chair\* in writing of desire to be considered for promotion no later than **September 15**.
2. Complete submission of promotion materials will be submitted to department chair\* by **October 15**.
3. Department chair\* will send out requests for internal and external reviews. Chair will obtain written reviews, add them to the other promotion materials and submit the entire submission to the departmental Promotion and Tenure Committee no later than **December 1**.
4. The departmental committee will forward its recommendation to department chair by **January 1**.
5. Chair forwards submission and his or her recommendation *to the dean\** by **February 15**. Recommendations for promotion are considered by the dean following the recommendation of the College APT Committee. If the recommendation for promotion is disapproved by the dean, the faculty member shall be notified of the disapproval and the reason for it **before the end of February**.
6. Dean forwards submission and recommendation for approval to the Provost by early March for consideration at April Board meeting.
7. Promotion would be effective on **July 1**.
  - In the case of department chairs or deans seeking promotion, the next higher administrator shall compile and forward the recommendations.

#### TENURE

1. Faculty member informs department chair in writing of desire to be considered for tenure no later than **February 1**.
2. Complete submission of tenure materials will be submitted to department chair by **March 1**.
3. Department chair will send out requests for internal and external reviews. Chair will obtain written reviews, add them to the other tenure materials and submit the entire submission to the department Promotion and Tenure Committee no later than **April 15**.
4. Committee will forward its recommendation to department chair by **May 15**.
5. Chair will forward submission and recommendation to the dean by **June 15**. Recommendations for tenure are considered by the dean following the recommendation of the College APT Committee. The College APT Committee will make its recommendation to the dean by July 10.

6. Dean forwards submission and recommendation to the Provost by the **end of July** for consideration at October Board meeting.

7. Tenure would become active on **January 1** of the following year.

## **PART II- NON-TENURE TRACK**

The purpose of this document is to provide guidelines for the appointment, reappointment and promotion of non-tenure track faculty. It is recognized that non-tenure track faculty have many modes of practice and a diverse set of teaching opportunities and methods. The difficulty in identifying set of guidelines that apply suitably and completely to all types of non-tenure track faculty is obvious. It is stressed, therefore, that the following represent guidelines and that the specifics often represent examples rather than requirements. Thus, expectations are based upon the realities of the teaching, practice environment rather than an ideal.

### **I. Instructor**

- A. Commitment to attain excellence in teaching, patient care, service and/or service.

### **II. Assistant Professor**

Appointment or promotion to the rank of Assistant Professor generally requires documentation of a developing record of excellence in teaching and one or more of service, pharmacy practice or scholarly contributions.

#### **A.. Teaching excellence**

This requirement is met by a developing record of contributions to educational programming such as:

- 1 Student and peer evaluations
2. Publications of educational materials for health care professionals (newsletters, etc.)
- 3 Experience in interacting with students as a classroom instructor, in supervision of students on experiential rotation or in making quality in service presentations to pharmacists.
- 4 Teaching awards where appropriate

#### **B. Service to the profession**

1. Active memberships in professional/scientific organizations
2. Presentations at local and statewide meetings

#### **C. Pharmacy practice**

#### **D. Scholarly contributions**

1. Publications in professional or scientific literature, etc.

### III. Associate Professor

Appointment or promotion to this rank generally requires:

A. An established record of excellence in teaching such as:

1. Teaching evaluations
2. Teaching awards
3. Fellowships or grant awards supporting educational programming
4. Contributions to College-sponsored continuing education programming
5. A record of establishing, precepting or directing quality residency, fellowship or other programs

B. An established record of scholarly or professional attainment as evidenced by two of the following:

1. Development of a high quality pharmacy practice if the individual is a practitioner or a research program if the individual is a researcher. This may be demonstrated, for example, by:
  - a. Board certification in the appropriate discipline or specialty
  - b. Development of process improvements and critical pathways
2. Substantive and sustained contributions to professional and/or scientific organizations on the regional, state and national levels. These might include:
  - a. Committee work
  - b. Election to office
3. Contributions to the professions such as:
  - a. Regional, state or nation recognition of contributions
  - b. Presentations at meetings
  - c. Publications in professional or scientific journals

### IV. Professor

Appointment or promotion to this rank generally requires:

- A. A distinguished record of excellence in teaching such as:
  - 1. Student and peer reviews
  - 2. Teaching awards
  - 3. Fellowships or grant awards supporting educational programming
  - 4. Contributions to College-sponsored continuing education programming
  - 5. A record of establishing, precepting or directing quality residency, fellowship or other programs
  
- B. A distinguished record in scholarly and/or professional activity as evidenced by at least two of the following:
  - 1. Development of a high quality pharmacy practice if the individual is a practitioner or a research program if the individual is a researcher. This may be demonstrated by:
    - a. Board certification in the appropriate discipline or specialty
    - b. Development of process improvements and critical pathways
  - 2. Substantive and sustained contributions to professional or scientific organizations on a national or international level
  - 3. National or international recognition of expertise and contributions to the profession such as:
    - a. Presentations at professional or scientific meetings
    - b. Publications in professional or scientific journals

V. Supporting Materials

The following materials should be submitted at the time of consideration for appointment and/or promotion

- A. Teaching evaluations by students/peers
- B. Curriculum vitae
- C. Letters of support

- D. Peer evaluation of patient care when appropriate
- E. Examples of scholarly activity

## GUIDELINES FOR ADJUNCT PHARMACY FACULTY FOR APPOINTMENT AND PROMOTION

College of Pharmacy, Department of Pharmacy Practice, Medical University of South Carolina  
(Approved and modified at the May 4, 2000 Department Meeting)

### I. Clinical Instructor

Is generally the initial appointment for preceptors without advanced degrees or training (i.e. residencies, etc.) who are in traditional and nontraditional practice sites (i.e. pharmaceutical sales representatives, law enforcement, pharmacy organizations, etc.)<sup>1</sup>

- A. Experiential site - Must develop and maintain a model practice to train MUSC pharmacy students in traditional and nontraditional areas.
- B. Teaching -
  - 1. Must have a sincere interest in teaching pharmacy students;
  - 2. Must serve as a role model for pharmacy students and demonstrate the necessary knowledge and skills of practice to students;
  - 3. Must have willingness to support the mission of the College of Pharmacy.

### II. Clinical Assistant Professor

In general is the initial appointment for pharmacists or other health care professionals with advanced professional degree(s), residency or fellowship training, or the equivalent in practice experience. The following are the requirements for this level of faculty appointment and represent the guidelines for advancement to this level from Clinical Instructor.

- A. Experiential site – Must maintain and demonstrate a model practice to train pharmacy students and residents.
- B. Teaching -
  - 1. Must have a sincere interest and ability in teaching pharmacy students and residents;
  - 2. Must serve as a role-model for pharmacy students and/or residents and demonstrate the necessary knowledge and skills of practice to students or residents;
  - 3. Must support the mission of the College of Pharmacy.
  - 4. Must have rotation available to precept at least 4 student-months per year for MUSC.

Must also demonstrate evidence of growth in at least 1 area of the following:

- C. Service to the profession – for example committee work for Pharmacy organization;
- D. Scholarly activity - for example:
  - 1. Publications in pharmacy or other health professional literature;

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<sup>1</sup> Promotion for those in nontraditional experiences will be evaluated by the Department's Appointment and Promotion Committee.

2. Reviews for pharmacy or other health professional literature;<sup>2</sup>
3. Participation in or directing research;

E. Service to MUSC College of Pharmacy – for example teach didactic lectures; participate on committees; receive special teaching awards or recognition; oversee pharmacy residents' service projects, MUE's, seminars; oversee student's Grand Rounds; develop innovative teaching/learning models; or other contribution to the teaching mission of the College or the Dept. of Pharmacy Services;

F. Evidence of professional growth – for example board certification, attendance at professional meetings, complete additional training, etc.;

G. Community service – i.e. Presentations to health care professionals, patients and/or families, or lay persons; volunteer organizations, etc.

### III. Clinical Associate Professor

Applicants for appointment or promotion to the rank of Clinical Associate Professor must meet the requirements for experiential site and teaching as outlined for the Clinical Assistant Professor and be able to demonstrate this. Application for this level will be considered after a minimum of 3 years as a Clinical Assistant Professor. In addition, the applicant should demonstrate excellence in at least 2 of the following areas:

A. Service to the profession - for example committee work or leadership roles in pharmacy organization(s);

B. Scholarly activity - for example:

1. Publications in pharmacy or other health professional literature;
2. Reviews for pharmacy or other health professional literature;
3. Participation in or directing research;

C. Service to MUSC College of Pharmacy - for example teach didactic lectures; participate on committees; receive special teaching awards or recognition; oversee pharmacy residents' service projects, MUE's seminars; oversee student's Grand Rounds; develop innovative teaching/learning models; or other contribution to the teaching mission of the College or the Dept. of Pharmacy Services;

D. Evidence of professional growth - i.e. board certification, attend professional meetings, complete additional training, etc.;

E. Community service - i.e. Presentations to health care professionals, patients and/or families, or lay persons; volunteer organizations, etc.

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2 1) Promotion for those in nontraditional experiences will be evaluated by the Department's Appointment and Promotion Committee.

#### IV. Clinical Professor

Applicants for appointment or promotion to the rank of Clinical Professor must meet the requirements for experiential site and teaching as outlined for the Clinical Associate Professor and be able to demonstrate this. Application for this level will be considered after a minimum of 3 years as a Clinical Associate Professor. In addition, the applicant should demonstrate excellence in at least 3 of the following areas:

- A. Service to the profession - for example committee work or leadership roles in pharmacy organization;
- B. Scholarly activity - for example:
  - 1. Publications in pharmacy or other health professional literature;
  - 2. Reviews for pharmacy or other health professional literature;
  - 3. Participation in or directing research;
- C. Service to MUSC College of Pharmacy - for example teach didactic lectures; participate on committees; receive special teaching awards or recognition; oversee pharmacy residents' service projects, MUE's seminars; oversee student's Grand Rounds; develop innovative teaching/learning models; or other contribution to the teaching mission of the College or the Dept. of Pharmacy Services;
- D. Evidence of professional growth - i.e. board certification, attend professional meetings, complete additional training, etc.;
- E. Community service - i.e. Presentations to health care professionals, patients and/or families, or lay persons; volunteer organizations, etc.

#### V. Expected Periods for Advancement

As adjunct faculty member for the MUSC College of Pharmacy, the minimum time of service required to be considered for promotion is 3 years.

Candidates whose promotion is not granted may request a letter from or interview with the committee to discuss ways to improve their practice or documentation for successful candidacy on the next try.

#### VI. Supporting Materials/Documents

Documentation of materials which support the candidacy of an adjunct faculty member must be presented to the College of Pharmacy Promotion and Tenure Committee. The candidate may request assistance of a College of Pharmacy faculty member for assembling and presenting supporting materials and documents.

- A. Description of numbers and types of students or residents precepted;
- B. Description of services provided and taught to students/residents:
  - 1. Pharmacy service description;
  - 2. Description of rotation (should include description of student/resident experience);
  - 3. Documentation of cognitive services provided and taught to students/residents;
- C. Evaluations of teaching and service:

1. Teaching evaluations by students/residents;
2. Peer and supervisor evaluations;
- D. Curriculum vitae;
- E. Letters of support;
- F. Description and examples of scholarly activity;
- G. Description(s) of service to the profession, to the COP, Department of Pharmacy Services, or the community;
- H. Evidence of professional growth.

#### VII. Composition of the Promotion and Tenure Committee

The composition of the Promotion and Tenure Committee members who review and act on a promotion request from an adjunct faculty member shall include clinical faculty representatives who have attained the rank (or greater) that the applicant is applying for.