

University of Nebraska College of Pharmacy Promotion and Tenure Guidelines

Section I. Introduction

The purpose of this document is to specify an application procedure for promotion and continuous appointment (tenure) and to provide standards and criteria upon which decisions for promotion and tenure can be based in the College of Pharmacy, in accordance with Section 4.5 of the *Bylaws of the Board of Regents of the University of Nebraska*.

The mission of the College of Pharmacy at the University of Nebraska Medical Center is to improve the health of Nebraska through premier educational programs for pharmacists, other health professionals and graduate and post-graduate students, conduct innovative research and provide highest quality patient care and outreach to underserved populations. The fulfillment of this mission demands excellence in three areas of professional emphasis: (1) teaching, (2) scholarship and (3) service to the University, to peer professionals and to the public.

While it is expected that the faculty of the College of Pharmacy will demonstrate overall excellence in all aspects of its mission, it is recognized that not all faculty will excel in each area of emphasis. With the exception of clinical appointment and research appointment faculty, for promotion to associate professor, it is expected that sustained records of academic accomplishment must be documented in at least two of the three areas of emphasis with competence demonstrated in the third area of emphasis. Similarly, for promotion to full professor, excepting clinical and research appointment faculty, it is expected that the highest level of excellence will be achieved in at least one area of emphasis, with continued achievement in the two other areas of emphasis. The criteria provided in this document are guidelines. It is recognized that not all faculty will fit unified or predefined stereotypes and that each candidate will come forward with a unique blend of activities supporting, in different proportions, the mission of the College of Pharmacy. Diversity is to be expected and encouraged among faculty members. The College Promotion and Tenure Committee must use flexibility in evaluating different candidates and may depart from the guidelines when necessary. However, reasons for making such departures must be documented and explained clearly. It is a primary responsibility of the candidate, through his or her written narrative(s) and the Chairperson through his or her accompanying letter, to clearly describe the significance of the candidate's contributions and define how he or she contributes in the chosen areas of emphasis to the mission of the College of Pharmacy.

The Department Chairperson has the responsibility to assist every new faculty appointee in determining the amount of emphasis to place on each area of academic endeavor in accordance with Section 4.3 of the *Bylaws of the Board of Regents of the University of Nebraska*. This selection should be compatible with activities required to achieve the long-term goals of tenure, excepting clinical and research appointment faculty, and eventual appointment to the rank of professor. All such faculty members need and deserve this counsel as part of their career development. It is recognized that circumstances may make a change in professional emphasis necessary. However, this must be carefully considered because frequent deviations may delay the attainment of tenure, when applicable, or promotion. The emphasis a faculty member places on each of the three areas of academic endeavor is likely to differ by Department.

Every faculty member must be evaluated annually by his or her department chairperson or immediate supervisor for merit review, as well as to assess progress toward promotion, tenure, or both. Both parties should clearly understand the specific areas of academic endeavor in which the individual faculty member is concentrating his or her efforts.

Section II. Selection of Areas of Emphasis

A. **Teaching.** Teaching includes the ability to: lead students to think purposefully and critically, promote and facilitate student acquisition of knowledge and skills requisite to the profession, interest students in the broad problems of the subject under study, exhibit teaching innovation, construct reliable and valid instruments of evaluation, interpret learning evaluations impartially, maintain sound academic standards and foster professional attitudes and behaviors in students. It should be recognized that teaching may include: lectures, laboratory interaction, small group instruction, precepting of experiential rotations, development of instructional materials or innovative methods or administrative activities such as course organization, development and direction. Teaching also includes the education, mentoring and supervision of pharmacy

and other health professional and graduate students, residents and post-doctoral fellows/associates. Other aspects of teaching include supervision or mentoring and, where appropriate, education of other faculty and health professionals. Recognition of outstanding performance as a teacher by peers and students is an important factor in the evaluation process.

B. Scholarship. Scholarship can broadly be defined as a process of investigation, inquiry or creative endeavor that leads to the acquisition or dissemination of new knowledge. The College faculty acknowledge and support the view that knowledge is obtained and shared through the scholarship of discovery, integration, application and teaching.¹ Further, the College faculty agree that the process of peer review or other evidence of peer acceptance and, where appropriate, publication in the many forums available to the faculty are usual benchmarks of scholarship.

The scholarship of discovery is defined as basic or applied research in which new knowledge is gained through independent or collaborative investigation. Although research in the pharmaceutical sciences often focuses on pharmacotherapy, it may also include investigation of the normal condition.

The scholarship of integration results from the critical analysis, interpretation or synthesis of data to bring new insight or a comprehensive assessment of original research. Publication of textbooks, review articles, book chapters and monographs can be examples of this form of scholarship. Additionally, a multi-disciplinary work that brings together diverse perspectives in an effort to connect related research is increasingly important in this era of specialization.

The scholarship of application relates to service and is not to be confused with applied research, which the College faculty views as discovery. The application of new knowledge in one's own work, whether in the seminar room, patient room or boardroom, is fundamental to the nature of the health sciences academy. Innovative patient care, developing professional and public policy or solving public health problems contribute to the wellbeing of those we serve. These activities can be viewed as scholarly service if there is a method for assessing their impact through peer review, adoption and/or publication.

Scholarly approaches to education are vital to student learning. Scholarship applied to education is innovative, responsive to changing needs and validated by publication, adoption and/or peer review or other documentation, e.g., teaching portfolios amenable to peer review.¹

Successful acquisition of extramural funds through peer-reviewed mechanisms or through corporate research programs and publication in peer-reviewed literature are the most often used indicators of scholarship. Nevertheless, in the evaluation of scholarship, especially that conducted outside the traditional boundaries of research (i.e., basic, translational or clinical), emphasis should be placed not only on the quantity of the work produced but also on the impact the scholarship has on the faculty member's chosen area of study. This scholarly impact may be demonstrated through invitations to chair or organize national symposia, to write and edit books or book chapters and through other activities that demonstrate the regional, national and international reputation of the scholar. Of special importance in this regard are letters solicited from individuals outside the UNMC College of Pharmacy community who are in a position to assess the relative importance of the faculty member's work and his or her status in the academic community.

C. Professional Service. Professional service refers to the work that a faculty member performs for the University, College, health professions and public that contributes to the welfare of others. Administrative activities can be considered a part of professional service. Professional service may include direction of local and national/international continuing pharmacy education symposia, scientific workshops and policy-making bodies. A faculty member should demonstrate the ability to cooperate with other professionals involved in service and educational functions. Other evidence of professional service may take the form of education and leadership of peer professionals. The latter would be indicated by leadership positions in local, state or national professional associations and societies, consultant ships, service on advisory boards, service on editorial boards or as a manuscript reviewer, invited professional lectureships and so forth. Relevant community or public service, particularly as it relates to the faculty member's professional competence, is encouraged. Patient care is critical to the success of the College of Pharmacy's academic mission, particularly as it supports the teaching and research activities of faculty and students. Indeed, the success of the students' experiential education may depend on their association with faculty members who foster exemplary clinical care to patients and conduct clinical research.

¹ Boyer, E.L., Scholarship Reconsidered: Priorities of the Professorate. The Carnegie Foundation for the Advancement of Teaching, Lawrenceville, NJ, Princeton University Press, 1990, 15-25.

Section III. Developmental Review

Faculties are the most important components of an academic institution and should be provided with an environment that facilitates their professional development. Each college-paid full-time faculty member (excluding research faculty members) at or below the rank of assistant professor will undergo a developmental review at the end of the third year of service at the College. At that time, the faculty member shall submit a full application to the Department Chairperson in accordance with the current UNMC Guidelines for Submitting Academic Promotion and Tenure Recommendations, (hereafter, UNMC Guidelines) except that no UNMC Transmittal Form shall be completed. Outside reviews may be obtained. The Department Chairperson shall complete a Chairperson's letter and shall forward it to the College Promotion and Tenure Committee for their review and recommendation as well as to the Dean. The recommendations of the Promotion and Tenure Committee shall be forwarded to the faculty member, Department Chairperson and the Dean within 30 days of receipt by the Promotion and Tenure Committee of a properly completed application. The faculty member will then meet with the Chairperson to discuss this evaluation with respect to faculty development. While this procedure provides the faculty member and the Chairperson with guidance concerning the faculty member's progress, the evaluations and recommendations are not binding to the College in future decisions regarding promotion and tenure. Additionally, all full-time faculty who have not yet achieved the rank of professor, are not yet tenured (if eligible), or both, may request a similar review, performed at the discretion of the Chairperson or faculty member, at not less than 3-year intervals with reviews obtained external to the UNMC.

Section IV. Process of Application

A. Initiation of Recommendations. Promotion and tenure recommendations are ordinarily made by the Department Chairperson to the Dean in accordance with Section 2.9.2 of the *Bylaws of the Board of Regents of the University of Nebraska*. If the Dean's decision is to proceed with the recommendation, it is incumbent upon the Dean to assure that proper documentation is obtained, either through the Department Chairperson, the College's Promotion and Tenure Committee or through the Dean's Office. In those instances when the Department Chairperson is not willing to endorse a faculty member for promotion or tenure, that faculty member may submit his or her own credentials directly to the Dean for consideration. This must be done within 15 days of receiving such written notification from the Chairperson. When this occurs, the Dean must make a decision and must so notify the candidate and Chairperson in writing prior to the deadline for submitting recommendations to the Chancellor's Office. Subject to the appeal process, the Dean's decision is considered final.

B. Additional Responsibilities of the Department Chairperson and the Dean. The Department Chairperson is responsible for identifying individuals eligible for promotion or tenure and for forwarding the completed application for promotion or tenure to the Dean. The material submitted to the Dean must include a comprehensive letter of evaluation with the Chairperson's recommendation. It is extremely important that the Chairperson's letter identify the areas of emphasis in academic endeavor upon which the recommendation is based and that the letter specifies the significance, value and impact of these achievements. The letter should also address the individual's personal qualities including integrity, reliability and collegiality. Also, the Chairperson's letter should contain summaries of teaching evaluations by undergraduate, graduate and professional students and, when available, peer faculty members.

The Departmental Chairperson shall seek external letters of evaluation for all applications for promotion to associate professor or professor and for tenure. The primary purpose of these evaluations is to provide a rigorous external regional or national perspective of the candidate's scholarly achievements. In some cases, the evaluators may also be able to assess the candidate's national reputation in the areas of teaching and professional service. It is expected that at least three letters of evaluation will be sought from individuals qualified to evaluate the significance of the candidate's achievements.

C. Documents. An individual's academic accomplishments must be thoroughly and accurately outlined for the review and decision-making process. Documentation of all activities as outlined above accompanies the individual's curriculum vitae.

1. UNMC Transmittal Form. This Form (Appendix A) provides the cover sheet on which the recommendation of the Chairperson is indicated. It acts as a summary sheet for all actions in a given promotion or tenure deliberation.
2. Chairperson's Letter. See Section IV, B.

3. Curriculum Vitae. All candidates for promotion or tenure must submit a current curriculum vitae which must be in the format specified in Appendix B.

4. Academic Portfolio. The faculty member under review must prepare clear and succinct narratives, both quantitatively and qualitatively, of the highlights and importance of his or her academic accomplishments. This may be done in one narrative, but the individual must use the previously mentioned areas of emphasis subheadings (see Section II A-C) in describing his or her accomplishments and must comply with UNMC Guidelines. It is expected that the faculty member will justify his or her proposed promotion or continuous appointment based upon the criteria established in these guidelines. These documents will not be more than 6 pages (2 pages per subheading) in length (8.5 x 11 inches, not less than 10 point font, 1" margins). Clinical faculty appointments should also include up to 2 additional pages documenting clinical service activities.

5. External Letters of Evaluation. Applications for promotion to associate or full professor and for tenure must be accompanied by letters of evaluation from individuals of equal or higher standing who are qualified to critically evaluate the importance of the candidate's work and his or her status in the professional community. A minimum of three (3) letters of evaluation are required. These are normally requested by the Chairperson. Although the candidate may suggest the names of individuals who would be qualified to review his or her work, the Chairperson may utilize qualified reviewers not identified by the candidate. If necessary, additional names may be solicited from the individuals identified by the candidate. The academic portfolio should include a short description of the qualifications of each reviewer, the relationship of the reviewer to the candidate and a copy of each letter soliciting a review. The letters soliciting such a review should stress that an evaluation, not a letter of support, is requested using the criteria established within these guidelines. Reviewers should normally receive a copy of the candidate's curriculum vitae and narrative and the criteria for the promotion or continuous appointment; they should not receive the Chairperson's assessment. The letter must indicate to the reviewer whether or not the candidate has waived his or her right of access to letters of evaluation. (See Appendix C)

Candidates must determine whether they wish to waive or retain their right of access to letters of evaluation. A form (Appendix C) indicating the candidate's wishes regarding access to letters of evaluation must be signed before letters are solicited.

6. Copies of Publications. Candidates for promotion should submit copies of not more than five (5) of the most important publications that were published or accepted for publication since their last promotion; candidates for tenure should submit not more than five (5) copies of their most important publications. These should be submitted according to the UNMC Guidelines.

Section V. Review Process

- A. **Promotion or Tenure Recommendation.** On receipt of recommendations for promotion or tenure, the Dean shall forward all supporting documentation to the Promotion and Tenure Committee for their evaluation and recommendation. If necessary, the Promotion and Tenure Committee may request additional information from the candidate, Department Chairperson or the Dean and may request additional outside letters of evaluation. The Promotion and Tenure Committee may invite the faculty member's Department Chairperson to attend the initial meeting of the Promotion and Tenure Committee to discuss the candidate's eligibility for promotion or tenure.
- B. **Conflict of Interest.** To ensure objectivity during the promotion and tenure process, any conflicts of interest that create an apparent or actual bias by evaluators must be declared and managed. All Promotion and Tenure Committee evaluators who have a relationship with the candidate should make that relationship known, consistent with University policies and this guideline. A conflict of interest can occur when an evaluating party might realize professional or personal gain or loss based on the outcome of the promotion or tenure decision of a candidate. Promotion and Tenure Committee members with an actual or potential conflict of interest must recuse themselves during candidate review and decision making. If a candidate believes there is a potential or actual conflict of interest between themselves and a Promotion and Tenure Committee member, the candidate may petition the Promotion and Tenure Committee for that Promotion and Tenure Committee member to recuse themselves during the promotion and tenure review and decision making of the candidate.

- C. **Evaluation by Promotion and Tenure Committee.** The Promotion and Tenure Committee of the College of Pharmacy is a standing committee elected by the Faculty (Section V.F. of the Rules and Regulations Governing the Faculty of the College of Pharmacy). The Committee evaluates the application materials for each candidate and submits a written recommendation to the Dean regarding promotion or tenure. A copy of this recommendation is also forwarded to the candidate's Chairperson.
- D. **Evaluation by the Dean.** The Dean evaluates the candidate's portfolio, in conjunction with the Promotion and Tenure Committee's recommendations, in accordance with the criteria contained in this document. On completion of the review of the candidate's portfolio, the Dean will forward the candidate's portfolio and his or her positive and negative recommendations as a brief summary to the Chancellor and shall provide written notification to the candidate and the Chairperson of the decision regarding the candidate's application for promotion or tenure.

Section VI. Request for Reconsideration

The Department Chairperson or the candidate can request a reconsideration of a College of Pharmacy Promotion and Tenure Committee recommendation. A written request for reconsideration must be submitted to the Dean within five working days after written notification of the recommendation by the Committee. An *ad hoc* committee, appointed by the dean, will review the request for reconsideration and will forward a recommendation to the Dean within 30 days of the request for reconsideration.

Decisions by the Dean to deny promotion or tenure will normally be considered final for that year, with the exception that an individual who alleges that the decision of denial of promotion or tenure was prejudiced or capricious may submit a written appeal to the Chancellor within 15 days after receiving written notification of the Dean's decision.

Section VII. Promotion and Tenure Process by Academic Appointment Category

It is recognized that all faculty being considered for promotion and tenure using these guidelines hold one of the types of faculty appointments in the College of Pharmacy authorized by Section 4.4 of the *Bylaws of the Board of Regents of the University of Nebraska*. The UNMC College of Pharmacy uses the Health Professions Faculty Appointment (Section 4.4.7 of the *Bylaws of the Board of Regents of the University of Nebraska*) instead of the Appointment for a Specific Term.

A. **Promotion.** The promotion component of the Promotion and Tenure Guidelines applies to the following types of appointments:

1. Health Professions Faculty Appointment. Members of the full-time permanent faculty at the University of Nebraska Medical Center may be employed by a "Health Professions Faculty Appointment" established by the Board of Regents on May 6, 1988 in Section 4.4.7 of the *Bylaws of the Board of Regents of the University of Nebraska*. All Health Professions Faculty Appointments must be at or above the level of assistant professor. Any person serving on a Health Professions Faculty Appointment may make application for promotion and/or tenure. Applications for promotion and tenure will be reviewed in accordance with the University of Nebraska Medical Center standards for promotion and continuous appointment as approved by the Chancellor pursuant to Section 4.5 of the *Bylaws of the Board of Regents of the University of Nebraska*.

2. Special Appointments. Special Appointments are described in Section 4.4.1 of the *Bylaws of the Board of Regents of the University of Nebraska*. Appointments in this category **do not** lead to the acquisition of tenure. Any person serving on a Special Appointment may make application for promotion according to the Promotion and Tenure Guidelines. Ranks for Special Appointments may vary from instructor to professor. Special Appointments include:

- a. *Courtesy Appointments.* An appointment in an academic department for an individual who is on an active pay status in some other department or unit of the University of Nebraska.
- b. *Adjunct Appointments.* An unpaid appointment in an academic department for an individual who is on a volunteer status and is not on active pay status with any other University of Nebraska unit.
- c. *Clinical Appointments.* These special appointments are described under Section 4.4.1 (9) of the *Bylaws of the Board of Regents of the University of Nebraska* and comprise faculty who are appointed, regardless of FTE, for the primary purpose of providing health care with varying

responsibility for teaching or scholarly activities. The “Guidelines for Promotion of Clinical Faculty” (see Section X, Paragraph A and B) and “Examples of Clinical Service Activities for Promotion of Clinical Appointment Faculty” (see Section X, Paragraph C) apply to this type of special faculty appointment.

d. *Research Appointments.* These special appointments are described under Section 4.4.1 (9) of the *Bylaws of the Board of Regents of the University of Nebraska* and comprise faculty who are hired, regardless of FTE, for the primary purpose of performing research with varying responsibility for teaching and service.

The Promotion and Tenure Guidelines allow considerable flexibility for candidates to establish a portfolio of activities that demonstrates a record of excellence within the Medical Center mission of education, scholarship and service. However, for promotion to the rank of professor, the candidate must be able to demonstrate outstanding Level 3 achievements in at least one area of academic endeavor and, for most appointment types, Level 2 in 1 or more additional areas. Additionally, the candidate must demonstrate that he or she has achieved national or international recognition in his or her discipline.

B. Tenure (Continuous Appointment). Continuous appointment or tenure is an attainment by a faculty member who has demonstrated the professional and personal qualifications required for acceptance as a permanent faculty member. It is the most significant reward by the University and therefore is made separately and independently of other reward systems such as promotion and salary increases. Only those faculty members holding a Health Professions Appointment, as described in Section 4.4.7 of the *Bylaws of the Board of Regents of the University of Nebraska* are eligible to be considered for tenure. All Continuous Appointments must be at or above the level of assistant professor. Any person serving on a Continuous Appointment may make application for promotion.

A recommendation for tenure will be made only on the basis of demonstrated and documented academic achievement using the Criteria for Promotion and Tenure in Section VIII of these Guidelines. Evaluation of academic achievements will be made by considering quality of publications, effective teaching, development of new and improved teaching or learning methods and excellence in the faculty member’s field of specialization as demonstrated by recognition of his or her achievements and recommendations by peers both within and outside the University of Nebraska system.

Section VIII. Criteria for Promotion and Tenure in the Health Professions Faculty Appointment and for Promotion in the Continuous and Courtesy Appointments.

A. Eligibility. The candidate must hold the terminal degree that is the standard prerequisite for the academic appointment in their discipline. Normally, this will be either Ph.D. or Pharm.D. degree in the College of Pharmacy. Exceptions to the terminal degree requirement will be limited to those cases where documented professional accomplishments are sufficient to merit waiver of the standard.

B. Criteria. Both the general and specific criteria are to be applied in evaluating teaching, scholarship and professional service. General Criteria in Table 1 must be met before Specific Criteria are applied. Competency in teaching is expected of all faculty members at all ranks. Although there are no exact time requirements, it is unusual for promotion to occur less than 4 or 5 years after achieving a given rank.

Table 1. Criteria for Health Professions, Courtesy and Continuous Appointment Faculty

<i>Rank</i>	<i>General Criteria</i>	<i>Specific Criteria</i>
Instructor ^a	Does not possess terminal degree ^b or has terminal degree but limited experience.	For those holding terminal degree, has not yet demonstrated Level 1 in any area.
Assistant Professor	Has terminal degree and shows promise in the areas of teaching, scholarship or professional service.	Level 1 in at least one area.
Associate Professor	Leadership; creativity; emerging regional or national reputation.	Level 2 in two areas plus at least Level 1 in the third area.
Professor	Clear evidence of leadership; makes lasting teaching, scholarly or professional service contributions appropriate to the mission of the College; enhances prestige of College; established national or international reputation.	Level 3 in one area plus at least Level 2 in the other two areas.
Tenure ^c	Makes continuing valuable contributions to the academic mission of the College.	A minimum of Level 2 in two areas, one of which is teaching; and a minimum of Level 1 in the third area.

^a Courtesy appointments only. ^c Faculty members with Special Appointments are not eligible for tenure.

^b Defined in Section VIII, A.

Examples of activities for Levels 1, 2 and 3 in the Teaching, Scholarship and Professional Service areas are described in paragraphs C, D and E of this Section. Note that these activities are in no order of importance, do not all have to be met, nor are these lists necessarily comprehensive.

C. Examples of Activities Demonstrating Performance and Scholarship in Teaching. Recognition of outstanding performance as a teacher by both peers and students can be a significant factor in the evaluation process. Because Departmental missions are variable and unique, each Department may follow its own procedure to evaluate faculty teaching performance in an objective, fair and rigorous manner. Multiple activities comparable to the examples shown below will strengthen the application for promotion

Level 1 The faculty member should demonstrate competence that is recognized locally.

- Lectures to pharmacy and other students, residents or peers in health professions training programs.
- Instructs in laboratory sessions for pharmacy and other health science students.
- Facilitates small group sessions for pharmacy and other health science students.
- Precepts students on experiential rotations.
- Participates in teaching or supervision of residents, graduate students or post-doctoral fellows.
- Participates in local postgraduate or continuing education courses.
- Revises curricular materials.

Level 2 The faculty member should demonstrate proficiency that is recognized regionally or nationally.

- Leads major curricular development efforts.
- Writes a chapter for a peer reviewed textbook used regionally or nationally.
- Supervises or coordinates the teaching by other faculty, fellows, residents or graduate students (e.g., course or seminar director).
- Develops/directs postgraduate or continuing education courses that serve a state or regional audience.
- Is invited to present lectures at the state or regional level.
- Is invited lecturer at other institutions of higher education (e.g., universities, health professions schools) or research and development facilities or institutes.
- Develops and participates in the teaching of major portions of a graduate course.

- Serves as a primary adviser for graduate students (M.S. or Ph.D.) or post-graduate residents or fellows.
- Receives a local teaching award or is nominated for a University-wide, regional or national teaching award.
- Publishes in professional journals that serve the teaching mission of the College.
- Presents at professional meetings that serve the teaching mission of the College.
- Introduces innovative pedagogical approaches to student learning.
- Develops and introduces a new pharmacy course.

Level 3 The faculty member should demonstrate proficiency that is recognized nationally or internationally.

- Editor/author of a textbook adopted or translated for teaching at other institutions.
- Develops a course, curricular component, educational software or evaluation materials that are used nationally or internationally.
- Is invited to present lectures at the national or international level.
- Invited to organize and participate with a major role at a national or international educational meeting.
- Supervises a training program which has a national or international audience.
- Receives a University-wide, regional or national teaching award.

D. Examples of Activities Demonstrating Research and Other Scholarly Activity. For outstanding research and other scholarly activity recognition a candidate must demonstrate continued scholarly productivity that illustrates the impact of his or her activities on the professional community. Because Departmental missions are variable and unique, each Department may follow its own procedure to evaluate scholarship. For candidates whose scholarship is outside the traditional boundaries of research, letters of evaluation will be especially important in assessing the candidate's scholarly activities. Scholarly activities documented in sections VIII.C. and VIII.E. are also contributing components of the evaluation process for scholarship as listed in Table 1.

Level 1

- Evidence of initial publication success.
- Actively involved in research or other creative scholarship.
- Active in local presentation of research results.
- Evidence of grant submission as a principal pharmacy investigator.

Level 2

- Evidence of a portfolio of high quality, peer-reviewed publications, the number and forum for these publications being appropriate to the field of study.
- Success in obtaining extramural, peer-reviewed grants or contracts as principal or co-investigator.
- Success in obtaining investigator initiated basic/applied research through grants or contracts with pharmaceutical or other commercial enterprises as principal or co-investigator.
- Success in obtaining extramural peer reviewed support for educational projects and scholarship from entities such as foundations and federal and state agencies.
- Evidence of successful development of interdepartmental and/or interdisciplinary collaborative research programs.
- Recognition as an *ad hoc* journal reviewer or *ad hoc* member of review committees or study sections or consultant for private sector corporations.
- Presentation of invited or peer-reviewed research results at national or international professional meetings.
- Invited to present a research-based seminar regionally or nationally.
- Invention patents filed.
- Non-peer-reviewed publications with significant scientific or professional impact.
- Ad hoc* membership on review committees or study sections.
- Develops and implements innovative professional or public programs or policies.
- Develops and implements innovative teaching methods.

Level 3

- Evidence of a significant portfolio of high quality, peer-reviewed publications, the number and forum for these publications being appropriate to the field of study.
- Mentoring of scholarship of other faculty or post-doctoral appointees.
- Continued success in obtaining extramural, peer-reviewed grant or contract funds or investigator initiated basic or applied research through grants or contracts with pharmaceutical or other commercial enterprises as principal investigator.
- Appointment as a journal editorial board member or editor.
- Chairperson or appointed member of peer review committees or study sections.
- Invitation to organize and participate in a major national or international scientific meeting.
- Inventions licensed, patents issued.
- Invention that has a major impact on state-of-the-art or invention that generates university resources.
- Consults at the national or international level.
- Membership on advisory boards, councils and panels.
- Non-peer reviewed publications and other scholarly activities with evidence of significant national or international impact.
- Innovative health care, professional or public health policies or programs that have significant national or international impact.
- Innovative educational efforts that are adopted by peer educators at other colleges.

E. Examples of Activities Demonstrating Performance and Scholarship in Professional Service.

Professional service includes work that a faculty member performs for the University, College, health professions and public that contributes to the welfare of others. Because department missions are variable and unique, each Department may follow its own procedure to evaluate faculty service activities. Multiple activities comparable to the examples shown below will strengthen the application for promotion. Activities listed in section X.C. also apply to each of these levels.

Level 1

- Demonstrates skills in managing activities or programs.
- Serves on committees within the University or in professional organizations.
- Demonstrates competence and promise of excellence in clinical or other professional work.
- Directs or coordinates clinical or professional program.
- Considered a competent clinician or professional by students, residents, fellows and faculty.
- Consults at local level.
- Develops and introduces a new continuing education course.

Level 2

- Independently develops, directs or coordinates a major program or project.
- Elected or appointed as an officer in a professional society.
- Serves as a major committee member/ serves as Chairperson in regional or national professional society.
- Chairs a state professional society committee.
- Serves as an Assistant or Associate Dean or other administrative appointment, e.g., Chairperson, Vice or Associate Chairperson of a department.
- Recognized for significant contributions to College or Campus committees or teams.
- Consults nationally regarding service-related activities.
- Attracts substantial gifts or endowments to the College of Pharmacy
- Performs community service that promotes the College and the role of the pharmacist.
- Expert consultant at a regional level.
- Considered an excellent clinician or professional by local and regional peers.
- Devises or implements a new method (therapy, protocol, etc.) or procedure.

Level 3

- Established consultant at national or international level.
- Receives national or international recognition for new method or procedure.

- Contributes significantly to board examination (e.g., board examiner, test preparation) in specialty or subspecialty.
- Officer, board member or delegate in national or international professional society.
- Makes major service contributions appropriate to the mission of the College.
- Recipient of state or national service awards.
- Non-peer reviewed publications and other scholarly activities with evidence of significant national or international impact.
- Innovative health care, professional or public health policies or programs that have significant national or international impact.

Section IX. Post-Tenure Review

The UNMC guidelines for Post-Tenure Review are included as Section VI. of the “University of Nebraska Medical Center Guidelines for Submitting Academic Promotion and Tenure Recommendations.”

However, as indicated by footnote 7 in Section IV. 2. a. (1) of the UNMC document noted above, “The standards for substantial and chronic deficiency shall be determined by the faculty in each unit (College or Institute) and, when approved by the appropriate dean or director and the Chancellor, shall become part of its evaluation procedures.” Attached as Appendix D to the “College of Pharmacy Promotion and Tenure Guidelines” is the approved document which includes the definition of “substantial and chronic deficiency” for the College of Pharmacy.

Section X. Criteria for Promotion in the Clinical Faculty Appointment Category

A. **Eligibility.** Pharm.D., Ph.D. or other doctoral level or terminal degree professionals who are hired, regardless of FTE, for the primary purpose of providing health care with varying responsibility for teaching, scholarship, clinical service or other professional service.

B. **Criteria.** The criteria for faculty members holding a “clinical” faculty appointment are noted below. Both the general and specific criteria shown in Table 2 are to be applied in evaluating a clinical faculty member for promotion. In addition to the activities listed in section X.C. below, the activities in sections VIII.C-E. are to be applied in evaluating the teaching, scholarship or other professional service activities of a clinical faculty member for promotion. Although there are no exact time requirements, it is unusual for promotion to occur less than 4 or 5 years after achieving a given rank.

Faculty members holding clinical faculty appointments are required to adhere to the relevant sections of the Promotion and Tenure Guidelines. Faculty members holding a clinical faculty appointment are not eligible for tenure. Examples of activities for Levels 1, 2 and 3 of clinical service are described in section X.C. below. Note that these activities are in no order of importance, do not all have to be met, nor is this list necessarily comprehensive.

Table 2. Criteria for Clinical Appointment Faculty

<i>Rank</i>	<i>General Criteria</i>	<i>Specific Criteria</i>
Instructor	Does not possess terminal degree ^a or has terminal degree but limited experience	For those holding terminal degree, has not yet demonstrated Level 1 performance in any area
Clinical Assistant Professor	Demonstrates clinical competence or shows promise in the areas of teaching, scholarship and other professional service.	Level 1 in any area
Clinical Associate Professor	Demonstrates leadership potential; emerging reputation for clinical excellence or leadership; creativity; emerging regional or national reputation.	Level 2 in any area, Level 1 in at least two other areas. One of the above must be teaching.
Clinical Professor	Clear evidence of leadership; enhances prestige of the College; makes lasting teaching, scholarly, professional service or clinical contributions appropriate to the mission of the College; enhances prestige of College; established reputation for clinical excellence with scholarship or national or international reputation.	Level 3 in any area, level 2 in at least one other area and at least Level 1 in one other area. One of the above must be teaching.

^aDefined in Section VIII, A.

C. Examples of Clinical Service Activities for Promotion of Clinical Appointment Faculty. Because the primary responsibilities for faculty members in clinical appointments is providing health care, the following criteria are specifically identified as a fourth area of emphasis for these appointments (while such activities are incorporated into the professional service category for those faculty appointments described in VIII.). Multiple activities comparable to the examples shown below will strengthen the application for promotion.

Level 1

- Demonstrates competence and promise of excellence in clinical work.
- Actively participates in a clinical or professional program.
- Considered a competent clinician or professional (e.g., evaluations by students, residents, fellows, faculty).
- Member on departmental, hospital or other professional committees.
- Actively contributes to health professional student and/or resident education.

Level 2

- Board-certified practitioner (where feasible).
- Contributes to education of peer professionals.
- Develops clinical protocol endorsed by the organization.
- Participates in training of pharmacy and other health professional students and residents.
- Director of clinical or professional program (e.g., pharmacy team coordinator, pharmacy residency or certificate program director).
- Develops innovative clinical services or independent practice sites.
- Serves in a leadership role on departmental, hospital or other professional committees.
- Develops new quality management protocol, active in cost containment activities or devises a new method or procedure.
- Contributes to health-related public service programs.
- Develops and implements innovative professional or public programs or policies.
- Develops and implements innovative teaching methods.

Level 3

- Recognized nationally as an expert clinician/professional.
- Devises a new method or procedure that receives national recognition.

- Organizes educational programs for pharmacy and other health students or residents.
- Officer in professional society, national boards, etc.
- Develops and directs health-related public service programs.
- Organizes professional educational programs.
- Publications and other scholarly activities with evidence of significant national or international impact.
- Innovative health care, professional or public health policies or programs that have significant national or international impact.
- Innovative educational efforts that are adopted by peer educators at other colleges.

Section XI. Criteria for Promotion in the Research Faculty Appointment Category

A. **Eligibility.** Ph.D., Pharm.D. or other doctoral level or terminal degree professionals who are hired, regardless of FTE, for the primary purpose of performing research with varying responsibility for teaching and service.

B. **Criteria.** The criteria for faculty members holding a “research” faculty appointment are noted below. Both the general and specific criteria shown in Table 3 are to be applied in evaluating a research faculty member for promotion. Although there are no exact time requirements, it is unusual for promotion to occur less than 4 or 5 years after achieving a given rank.

Faculty members holding research faculty appointments are required to adhere to the relevant sections of the Promotion and Tenure Guidelines. Faculty members holding a research faculty appointment are not eligible for tenure. Examples of research activities for Levels 1, 2 and 3 are described in Paragraph D of Section VIII. Multiple activities comparable to these examples will strengthen the application for promotion.

Table 3. Criteria for Research Appointment Faculty

<i>Rank</i>	<i>General Criteria</i>	<i>Specific Criteria</i>
Research Instructor	Possesses terminal degree ^a with limited experience.	Has not yet demonstrated Level 1 in research.
Research Assistant Professor	Demonstrates an ability to be an independent researcher by authorship on research manuscripts and submission of peer-reviewed grants.	Level 1 in research.
Research Associate Professor	Demonstrates the ability to maintain an area of independent research by obtaining peer reviewed funding and emerging national reputation for research area.	Level 2 in research.
Research Professor	Strong evidence of leadership in research that enhances prestige of the College; makes lasting independent research contributions appropriate to the mission of the College; established national reputation for research excellence.	Level 3 in research.

^aDefined in Section VIII, A.

Section XII. Criteria for Promotion in the Adjunct Faculty Appointment Category

A. **Eligibility.** Pharm.D., Ph.D. or other doctoral level or terminal degree professional, on a non-pay status (volunteer), who teaches, provides clinical service or performs basic or clinical research as a faculty member of the College of Pharmacy.

B. **Criteria.** The criteria for faculty members holding an “adjunct” faculty appointment” are noted below. Both the general and specific criteria shown in Table 4 are to be applied in evaluating an adjunct faculty member for promotion. Although there are no exact time requirements, it is unusual for promotion to occur less than 4 or 5 years after achieving a given rank.

Faculty members holding adjunct faculty appointments are required to adhere to the relevant sections of

the Promotion and Tenure Guidelines but are not required to provide outside letters of evaluation or to furnish the written narrative. Examples of activities for Levels 1, 2 and 3 are described in Paragraphs C, D and E of Section VIII. Multiple activities comparable to the examples shown below will strengthen the application for promotion at each rank.

Table 4. Criteria for Adjunct Appointment Faculty^a

<i>Rank</i>	<i>General Criteria</i>	<i>Specific Criteria</i>
Adjunct Instructor	Does not possess terminal degree ^b or has terminal degree but limited experience.	For those holding terminal degree, has not yet demonstrated Level 1 in any area.
Adjunct Assistant Professor	Demonstrated competence in teaching, practice or scholarship.	Level 1 in one area.
Adjunct Associate Professor	Leadership and creativity in clinical practice, teaching or scholarship; makes significant contributions to the College of Pharmacy.	Level 2 in one area.
Adjunct Professor	Clear evidence of leadership in teaching, practice and scholarship which enhances prestige of College. History of outstanding service to the institution.	Level 3 in one area.

^aClinical (volunteer) appointments that occurred before November 1, 1994 will follow the guidelines for adjunct (volunteer) appointments.

^bDefined in Section VIII, A

Approved June 20, 1997

Revised and approved August 16, 2000

Revised and approved November 7, 2002

Revised and approved September 2, 2009

Revised and approved November 11, 2015

Revised and approved May 3, 2016

APPENDIX A: Transmittal Form for Recommending Promotion and/or Tenure*
(Please print on yellow paper)

Name _____ Degree(s) _____
 Department/Division _____ College _____
 Initial UNMC Rank _____ Date of Initial Rank _____
 Current Rank _____ Date of Last Promotion _____

Appointment Type: Special _____ Health Professions _____ Continuous _____

Effective Date, if approved, of promotion and/or tenure: _____

Tenure Requested: Yes _____ No _____

Promotion Proposed: Yes _____ No _____ Proposed Rank _____

RECOMMENDATIONS

<u>Department/Division</u>	<u>Promotion</u>	<u>Tenure</u>	<u>Signature</u>
Department Committee	Yes _____ No _____	Yes _____ No _____	_____
Department Chairperson	Yes _____ No _____	Yes _____ No _____	_____

Individual notified in writing on: _____

<u>College</u>	<u>Promotion</u>	<u>Tenure</u>	<u>Signature</u>
College Committee	Yes _____ No _____	Yes _____ No _____	_____
Dean	Yes _____ No _____	Yes _____ No _____	_____

Individual notified in writing on: _____

<u>Chancellor's Office</u>	<u>Promotion</u>	<u>Tenure</u>	<u>Signature</u>
Chancellor	Yes _____ No _____	Yes _____ No _____	_____

Individual notified in writing on: _____

Dean of College/Institute Director notified in writing on: _____

APPEAL(S) FILED: Yes _____ No _____ (If Yes, attach all documentation)

* Faculty members holding appointments (paid or courtesy) in more than one academic unit, must concurrently pursue the documentation and review processes in each department in which promotion is proposed. Separate Transmittal Forms are required.

APPENDIX B

The University of Nebraska Medical Center

Curriculum Vitae (CV) Format

Name in full

Campus address

Education (indicate years attended¹ and degrees granted)

Post-degree training (include years¹)

Continuing education training (optional)

Academic appointments in reverse chronological order, (i.e., list present position first) indicating years²

Certifications and licenses

Grant/contract support in reverse chronological order, (i.e., list present support first) and for each grant supply the following information:

- grant title
- funding agency
- start and end dates
- total dollars (direct cost)
- name of principal investigator and name of co-investigator

Study Sections (list agency, study section title, role, begin and end dates)

Patents (list both those pending and those awarded)

Other appointments or positions not given above (e.g., private practice)²

Consulting positions² (academic, government and industry; also include editorial duties)

Military service²

Honors and awards

Memberships and offices in professional societies

Committee assignments (list service on departmental, medical staff, college, medical center and university committees since appointment or last promotion; note year of service¹ and chairs)

¹ Indicate month and year (i.e., September 2012 to June 2014)

²These items should comprise a complete list of gainful employment since acquisition of the terminal degree. If there are gaps in this chronology, an explanation should be offered, including dates as defined in footnote 1.

Curriculum Vitae Format (Continued)

Presentations (include primarily invited presentations at regional, national, and international meetings; and invited seminar presentations at institutions outside the University of Nebraska Medical Center. Presentations associated with voluntary, non-refereed abstracts or preliminary communications also may be included, but limited to the 5 most significant or recent presentations.)

Community service/outreach

Publications

Publications are to be organized in chronological order (old to new) under the following headings. Please note that inclusive pagination is required where appropriate.

- a. Articles published in scholarly journals
- b. Articles accepted for publication (please attach copy of letter of acceptance)
- c. Articles submitted for publication in scholarly journals
- d. Books published (also note books in preparation, submitted or in press)
- e. Chapters in books
- f. Books or journals edited
- g. Abstracts and preliminary communications (limit to one page of most recent and important)
- h. "Published" audiovisual or computer-based educational materials and computer software (video, audio, multimedia slides and video, slides and audio, broadcast, etc. Indicate which have been "peer-reviewed" by hosting site such as MedEd Portal)
- i. "Published" continuing education materials, on-line courses.

Teaching activities

Documentation in support of teaching activities should be provided since the last major review or a minimum of the last two calendar years using the following items as a guide. Examples of teaching activities include: classroom teaching, course coordinator or faculty participant, clinical instruction, research supervision, continuing education, interprofessional educational activities, community outreach and educational scholarship. Do not provide specific teaching materials, lecture outlines, etc.

- a. Listing of lectures given in team-taught courses (include **number** of lectures)
- b. Listing of courses for which you were coordinator/supervisor
- c. Listing of courses (course number and name, only) taught by yourself giving the total number of hours involved in course/courses
- d. Information on teaching of Graduate Students, especially as pertains to supervision of thesis and dissertation research
- e. Information on teaching activities related to those in residency training (medical, pharmacy, etc.)
- f. Listing of continuing education lectures/courses given
- g. Course/lecture/training evaluation materials and outcome assessments

Teaching portfolio (optional)

Faculty who have a major teaching role are encouraged to develop a more extensive teaching portfolio which can be used to help develop the teaching narrative. In addition, faculty may want to consider including their teaching portfolio as a supplement for review by the Promotion and Tenure Committee separate from the required documentation.

Information for developing a teaching portfolio is available and detailed on the UNMC Academic Affairs website:

http://www.unmc.edu/academicaffairs/_documents/promotion%20and%20tenure/PromoTenure_TeachingPortfolio.pdf

APPENDIX C

The University of Nebraska College of Pharmacy
Letters of Reference for Faculty Promotion or Tenure
2016-17

Name: _____
(please print or type name)

Department: _____

As you know, recommendation letters reflect the national reputation of the candidate and assist the Promotion and Tenure Committee in discerning the impact of a candidate's contributions. Unbiased letters are important and are likely to be most credible if you allow them to be confidential. You do have the right to waive or retain your rights to read letters as you indicate below.

Please check one box:

I, _____, waive retain my right to see the letters of recommendation obtained for my promotion or tenure review.

Faculty Signature

Date

APPENDIX D
UNIVERSITY OF NEBRASKA COLLEGE OF PHARMACY
POST-TENURE REVIEW PROCESS

A. **Purpose.** The post-tenure review process is intended to assist tenured faculty achieving their professional goals and maximizing their contributions to the University throughout their professional careers, to provide assurance to the public that tenured faculty are accountable for their performance and productivity and to provide continued peer involvement in the review of tenured faculty members.

B. **Applicability of Review Process.** The post-tenure review process is applicable to all members of the faculty who have been on a Continuous Appointment (Tenured) pursuant to section 4.4.3 of the *Bylaws of the Board of Regents of the University of Nebraska* for a period of four years or more. A faculty member shall not be subject to a post-tenure review more than once every four years. A faculty member shall be reviewed in accordance with the post-tenure review process in either of the following circumstances.

1. A faculty member shall be reviewed [required review] in accordance with the post-tenure review process when the faculty member receives, after the fourth year of being on continuous contract:
 - a. A written annual evaluation from the Chairperson that identifies a substantial and chronic deficiency¹ in the faculty member's performance and clearly states that if the faculty member does not make substantial, acceptable progress toward remedying the deficiency a post tenure review will be initiated; and
 - b. When a Chairperson has determined that the substantial and chronic deficiency has been identified and that the Dean concurs, the faculty member shall ordinarily be provided notification by June 30 that a review will be scheduled for the following academic year. Upon recommendation of the Chairperson and approval of the Dean, a faculty member subject to post-tenure review under this section may be exempted or deferred for review if there are clearly extenuating circumstances (such as health problems) and an alternate plan for addressing the problem is adopted.
2. A faculty member requests a review [elected review] in accordance with the post-tenure review process. The purpose of such a review would be to provide helpful evaluation and assistance to the faculty member in planning prospective program by which the faculty member can maximize his or her contributions to the University and more fully realize his or her other professional goals.

C. **Initiating the Post-Tenure Review Process**

1. The Chairperson shall consult with the faculty member and establish a schedule for the conduct of the review. The Chairperson shall construct a post-tenure review file that states whether this was an elected review or a required review. In the latter case it shall contain a clear identification and description of the deficiency or deficiencies, copies of the faculty member's last three annual reviews such other materials as are relevant and a document suggesting ways in which the deficiency could be removed.

¹ Substantial deficiency reflects an inadequate completion of a major performance indicator agreed upon by the faculty member and the Chairperson during annual performance evaluation. Performance measures which were agreed upon by the faculty member of the Chairperson are part of a written annual performance evaluation. Chronic deficiency is the inability to attain acceptable performance in the completion of a major performance measure over a consecutive two year period. The faculty member will be notified of a substantial deficiency during an annual evaluation which will be considered the first notification of deficiency. If during the next year's annual evaluation the Chairperson decides that a second notification of substantial deficiency is required this will be put in writing to the faculty member and the faculty member is considered to have a substantial and chronic deficiency and a post-tenure review will occur the next year. The earliest a post-tenure review can be performed is at the completion of the fourth academic year after being awarded tenure.

2. The faculty member shall have the opportunity to supplement the post-tenure review file throughout the review process by including any information the faculty member believes to be material and helpful to the Review Committee or to administrators involved in the review process. Unless a waiver is provided, the faculty member may have access to letters of recommendation. The Chairperson shall cooperate with the faculty member to provide relevant information and shall periodically notify the faculty member of additions to the file. The faculty member shall be given access to **all** materials in the post-tenure review file. If the faculty member acknowledges a deficiency in performance, he or she is encouraged to include in the file a plan to remedy the deficiency or to otherwise maximize the faculty member's achievement of professional goals and contribution to the mission of the College of Pharmacy. The plan should have specified goals and timetables for their achievement.
3. The faculty member and the Chairperson may include in the file a response to material provided by the other.
4. The Chairperson shall provide the Review Committee with a copy of the procedures and schedule for the post-tenure review.

D. Appointing the Post-Tenure Review Committee

1. A Post-Tenure Review Committee shall be composed of a group of tenured senior faculty from within and outside the College who hold an academic rank at least equal to that of the faculty member to be reviewed. Tenured members of the Promotion and Tenure Committee may be included in the pool of potential Committee members. The Review Committee shall include a majority representation from the discipline and mission of the faculty member under review. Ordinarily the Review Committee will be composed of three individuals capable of providing a fair and unbiased assessment of the faculty member's performance.
2. Initially, the Chairperson and the faculty member shall meet and attempt to agree on the composition of the Review Committee, which must be approved by the Dean.
3. If the Chairperson and the faculty member are unable to agree on the composition of the Review Committee, the Committee shall be chosen by the Dean in accordance with Section D.1 above.

E. Conducting the Post-Tenure Review

1. The Review Committee shall review the file constructed for the post-tenure review and may meet with the Chairperson and the faculty member, either together or separately. The Committee may utilize information not included in the file with the approval of the Chairperson and the faculty member.
2. If the Review Committee determines that it would be helpful to have an assessment by outside reviewers, such as for the review of scholarship by peers at other institutions, the Committee shall notify the Chairperson and the faculty member. Thereafter, such outside reviews shall be obtained in accordance with the same procedure utilized by the College to obtain outside reviews for purposes of making tenure decisions. A written report of the findings of the outside reviews shall be provided to the Chairperson, the Dean and the faculty member.
3. In accordance with the schedule for the review established by the Chairperson, the Review Committee shall make a written report of its findings and recommendations, if any. This Report shall be provided to the Chairperson, the Dean and the faculty member.
4. If the post-tenure review is conducted at the request of the faculty member pursuant to Section B.2 of this procedure, the written report of the Review Committee shall be provided solely to the faculty member. The faculty member, at his or her discretion, may keep the Report confidential or share it with the Chairperson and Dean. If requested by the faculty member, the Chairperson and Dean shall provide a written response to the Report, indicating the extent to which he or she agrees or disagrees with the findings and recommendations of the Report and why. At the request of the faculty member, the Report and any response from the Chairperson and Dean shall be made part of the faculty member's permanent personnel record.

The faculty member, Chairperson and Dean shall work together to develop and implement those recommendations on which they mutually agree.

F. Preparing the Post-Tenure Review Committee Report

1. The purpose of the Review Committee Report is to provide an assessment of the performance of the faculty member subject to review and, where appropriate or necessary to provide recommendations to maximize the faculty member's contributions to the College of Pharmacy and the University. The Review Committee Report is advisory and shall include part (a) below and, as appropriate, parts (b) through (e):
 - a. An assessment of the strengths and weaknesses of the faculty member's performance;
 - b. Recommendations of ways, if any, in which the faculty member could enhance achievement of his or her professional goals and his or her contributions to the mission of the College of Pharmacy, including suggestions, where appropriate, for adjustment in the faculty member's responsibilities, goals and timetables for meeting the goals and criteria for assessing the faculty member's achievement of enhanced performance;
 - c. An evaluation of any proposed plan submitted by the Chairperson or the faculty member to remedy any deficiency in the faculty member's performance and any recommended modification to such a plan;
 - d. Recommendations for ways, if any, in which the Chairperson could provide professional development support to assist the faculty member in enhancing achievement of his or her professional goals and his or her contribution to the mission of the College of Pharmacy;
 - e. Recommendations for sanctions to be imposed upon the faculty member for performance characterized by substantial and chronic deficiency.
2. The Review Committee, if it believes that inappropriate criteria have been used to evaluate the faculty member, shall also indicate that fact in its Report.
3. The Review Committee shall make one of the following findings, to be clearly stated in its Report.
 - a. The faculty member has no identified substantial and chronic deficiencies. If the Review Committee finds that the faculty member's performance does not reflect any substantial and chronic deficiency or deficiencies for the period under review, the faculty member and the Chairperson will be so informed in writing and the review is thereby completed.
 - b. The faculty member has substantial and chronic deficiencies. The Review Committee shall state and describe the deficiency or deficiencies in its Report, which shall include the elements listed under F.1, item a. and items b. through e. as appropriate. The Committee shall provide a copy to the faculty member and the Chairperson.
4. The Chairperson shall allow the faculty member being reviewed an opportunity to provide a written response to the Review Committee Report. The Report and any response from the faculty member shall be made a part of the faculty member's permanent personnel record.

G. Completing the Review Process under a Finding of Substantial and Chronic Deficiency

1. Upon receipt of a Review Committee Report and the faculty member's response, if any, the Chairperson shall meet with the faculty member reviewed to consider the Report and any recommendations therein. The Chairperson shall then provide the faculty member and the Dean with a written appraisal of the faculty member's performance, together with all documentation pertaining to the faculty member's review, including the file constructed for the review, the Review Committee's Report and the faculty member's written response to the review, if any. The appraisal shall include, where appropriate:
 - a. the extent to which the Chairperson accepts or rejects the findings and recommendations of

the Review Committee Report and the reasons for doing so; the Chairperson may reject the Review Committee's findings only for compelling reasons, communicated in writing to the faculty member and the Dean;

b. a plan outlining the expectations of the Chairperson as to how the faculty member can remedy any deficiency in performance or enhance the faculty member's professional goals and contribution to the unit, including specific goals and timetables for achieving such goals and the criteria to be applied in making such a determination;

c. the resources the Chairperson is willing and able to provide the faculty member to assist in implementing the plan;

d. any adjustment in assignment or responsibilities of the faculty member; and

e. any sanction to be imposed on the faculty member related to his or her performance.

Sanctions governed by the *Bylaws of the Board of Regents of the University of Nebraska* shall only be imposed following the procedure prescribed in those *Bylaws*.

2. The Dean, after review and consultation, may accept, modify or reject the Chairperson's written appraisal and recommendations. Where the Dean's appraisal differs from that provided by the Review Committee or where the Dean accepts recommendations that differ from those provided by the Review Committee, the recommendations may be modified or rejected only for compelling reasons, communicated in writing. The Dean's written response shall be provided to the faculty member and to the Chairperson.

3. A faculty member dissatisfied with the results of the post-tenure peer review and the Chairperson's subsequent appraisal or the Dean's acceptance, modification or rejection of it, may pursue any appeal or remedy otherwise available to faculty members relating to matters that affect their employment status².

4. Progress toward achieving the goals and timetables set out in the Chairperson's plan, as approved by the Dean, will be reviewed in subsequent annual reviews of the faculty member by the Chairperson and Dean. If the faculty member fails to substantially achieve the goals and timetables defined in that plan, those administrative processes defined by the *Bylaws of the Board of Regents of the University of Nebraska* (and different from post-tenure review) may be initiated as appropriate.

² By University regulations and tradition, faculty members have appealed adverse personnel decisions up the chain of administration from deans or directors to the Chancellor. This process would be unaffected by the regulations governing post-tenure review. In addition, faculty have the option of invoking established University procedures administered by the Academic Freedom and Tenure Committee or the Professional Conduct Committee of the Faculty Senate. Allegations of violation of academic freedom, procedural irregularity and professional misconduct are currently handled through those Committees. In the unusual case in which a recommendation of termination is made against a tenured faculty member, established University procedures would require the case to be heard by an Academic Freedom and Tenure Committee.