

**UW School of Pharmacy
Pharmacy Practice Division
Guidelines for Appointment and/or Promotion:
CHS Track Faculty (CHS)
(50% FTE or greater/full-time)**

INTRODUCTION

The purpose of these guidelines is to provide uniform criteria for appointment and promotion of CHS track faculty in the School of Pharmacy. Appointment in the CHS track will emphasize and be characterized by a scholarly approach (e.g. publications, invited lectures, abstracts and posters) **to research, clinical practice, teaching (didactic and experiential), and service.**

While it is expected that the all CHS members will have clinical responsibilities, it is recognized that the relative contributions of CHS faculty will differ. Faculty members vary widely in their relative emphases in the different areas such that an individual achieves excellence in one of the 4 areas and significant accomplishment in a second area. Regardless of the strength of a candidate's activities in her/his area of major focus, scholarly activity is necessary for appointment and promotion. Although it is not possible to provide precise criteria for all potential promotions, it is the intent that these guidelines will assist faculty candidates and their mentoring committees in preparation for promotion, and outside reviewers who are asked to review candidates.

At the time of appointment, in consultation with the Division chair, the Dean will prepare a letter delineating the faculty members percent effort allocation in the areas of Research, Clinical Practice, Teaching and Service. Subsequent mentoring and performance evaluations will be based upon this distribution of effort.

Proposal for promotion should be submitted when the mentoring committee considers the candidate ready for promotion. Candidates proposed for promotion to Associate Professor (CHS) prior to completion of the fifth clock year are considered "early promotions" and so must show not only exceptional performance but also promise of continued career growth. The promotion process for full-time faculty to the rank of Associate Professor (CHS) must be completed by the end of six years at the rank of Assistant Professor (CHS). There is no required time for advancement to Professor (CHS). Individuals with exceptional career-long contributions may be considered for promotion to the rank of Distinguished Professor (CHS).

PERFORMANCE REQUIREMENTS FOR APPOINTMENT/PROMOTION ON THE CHS TRACK

The candidate must demonstrate excellence in one area and significant accomplishment in one other (e.g., research, clinical practice, teaching, service/leadership). Documented evidence of scholarly achievement in these areas is required.

Promotion or appointment at the Associate Professor rank requires a candidate to demonstrate a reputation for academic excellence within the candidate's area of excellence that is recognized typically at a national level. The candidate's contribution to his/her field of endeavor must include scholarly, peer-reviewed publications. A decision on promotion and indefinite appointment must be made before the end of the 6th year. A recommendation for extension of the probationary period beyond 6 years requires approval by the School of Pharmacy Executive Committee and Dean. Candidates promoted to the rank of Associate Professor (CHS) will be eligible for Indefinite Appointment status.

Definition of Scholarship (Boyer 1990)

The Division recognizes the various forms of scholarship including: discovery, the scholarship of application and integration and the scholarship of teaching/learning.

Scholarship of **Discovery** involves the creation of new knowledge, be that through basic, clinical, or translational research.

The scholarship of **Integration** is focused on developing perspectives on existing knowledge, and attempts to bring new insights, or interpretations to existing original research and/or scientific belief. Integration brings divergent knowledge or original works together. Integration may occur within or between teaching, research, and service scholarship.

The scholarship of **Application** is focused on how current knowledge may be applied to contemporary problems. This type of scholarship might not only be focused upon individual patients, but populations as well. Application involves the use of knowledge or creative activities for development and change. Scholarship of application would include authoritative reviews and integration of existing knowledge for the purpose of advancing pharmacy practice and/or pharmaceutical care.

The Scholarship of **Teaching and Learning** is a form of discovery and/or integration and application. It involves a systematic reflection on teaching and learning that is then disseminated to the academic and professional community. Scholarship therefore not only involves the basic transmission of knowledge to students, but transforming and extending learning as well. Results of this scholarship will likely have impact beyond the individual's classroom, and should serve to enhance the quality of teaching and ultimately, enable student lifelong learning.

A. Areas of Emphasis

1. RESEARCH - If research is the candidate's area of emphasis, evidence must be presented that the candidate has been significantly involved in research that may include, but not limited to, either basic, translational, clinical or educational/health outcomes work. The candidate should have an independent research program with a cohesive theme.

Examples of accomplishment will likely include:

- Being first or corresponding author on publications in peer-reviewed pharmacy/medical/scientific journals.
- Presentation of research at pharmacy/medical/scientific meetings or health-care institutions
- Evidence of ongoing application for extramural funding (e.g. grant submissions).
- Extramural, and/or competitive UW funding awards.
Serving as a referee/reviewer for journals within one's discipline.

Additional examples may include:

- Appointment to federal or foundation grant review panels.
- Appointment to editorial boards of peer-reviewed professional/scientific journals.

2. CLINICAL PRACTICE - If clinical activity is the candidate's area of emphasis, evidence must be presented that the candidate has introduced new or unique clinical services, approaches, or techniques. Promotion based on clinical activity requires demonstration of achievement.

Examples of accomplishment will likely include:

Being first, or corresponding author of clinical review papers, evidence-based guidelines, case reports, invited editorials, or book chapters in pharmacy/medical or scientific textbooks.

- Introduction and evaluation of new clinical services, approaches, or techniques.
- Establishment or implementation of a service or practice model that has demonstrated improved or more efficient patient care.
- Invitations to share advancements in patient/population care approaches with outside institutions.
- Presentation of patient/population care innovations at regional, national or international meetings or symposia.

Invitations to speak at other universities/colleges, or other health-care institutions

Serving as a referee/reviewer for journals within one's discipline.

Additional examples may include:

- Development of a pharmacy service that generates revenue
 - Appointment to editorial board of peer-reviewed clinical journals.
 - Board certification.
- Active participation in clinical trials that advance care

3. TEACHING - If teaching is the candidate's area of emphasis, evidence must be presented that the candidate has developed and/or demonstrated exceptional teaching.

Examples of excellence in teaching will likely include:

- Being first or corresponding author on peer-reviewed articles related to teaching
- Development of a new curriculum, course (didactic or experiential), seminar, or workshop in undergraduate, graduate, or continuing pharmacy education.
 - Creation of novel or unique teaching methodologies or tools.
 - Establishment of a community program or partnership to further health or medical education.
 - Creation and evaluation of novel teaching/learning evaluation method or tool.
 - Invitations to teach at conferences or continuing education programs.
 - Presentation of teaching innovations at national or international educational meetings.
 - Evidence of sustained efforts to obtain intra- or extramural funding for research related to didactic or experiential teaching.
 - Fellowship in the University of Wisconsin Teaching Academy
 - Appointment to editorial board of teaching-focused professional journals
 - Teaching awards.
- Serving as a referee/reviewer for journals within one's discipline.

4. LEADERSHIP IN SERVICE, ADMINISTRATION, AND/OR INSTITUTIONAL PROGRAM DEVELOPMENT - If leadership in service, administration, and/or institutional program development is the candidate's area of excellence or area of significant accomplishment, evidence must be provided to document truly exceptional leadership that has furthered the academic mission of the School of Pharmacy. Please note that committee membership, professional service and administrative duties are expected of all CHS faculty, and routine activities in this area do not meet the criteria for "exceptional leadership" as a basis for promotion.

Examples of excellence in academic leadership will likely include:

- Leadership roles in professional (professional, academic, scientific or clinical) service organizations.
- Leadership roles in School of Pharmacy or university committees.

- Professional leadership in local, state, regional, or national service or governmental units.
 - Present and past appointments or election to office in regional, or national pharmacy and health care/scientific societies or advisory boards.
 - The creation or development of a program deemed critical by the School of Pharmacy.
 - Presentation of leadership innovations at national or international educational meetings.
 - Being first or senior author on peer-reviewed articles related to academic administration or program development.
- Serving as a referee/reviewer for journals within one's discipline.

B. Appointment at or Promotion to the Level of Professor (CHS)

Promotion to or appointment at Professor (CHS) rank requires the attainment of a national or international reputation in the candidate's area of excellence (clinical activity, teaching, leadership, or research). Documentation should follow the same format described for appointment at or promotion to Associate Professor (CHS) and should document the candidate's sustained contributions since the time of appointment at/promotion to Associate Professor level. Evidence should be included that the candidate has continued to grow in stature in areas 1 through 4 as cited above.

Supporting evidence may include, but is not limited to:

1. Invited presentation at national or international conferences.
2. A visiting scholar or professorship.
3. Authorship of books, chapters, or reviews.
4. Service on editorial boards or as an officer in a national professional society.
5. Relevant awards or honors.
6. Appointment to governmental review panels or committees.
7. Appointment to major committees of national professional societies.
8. Other evidence of prominence in the candidate's field.

C. Promotion to Distinguished Professor (CHS)

An Instructional academic staff member at the Distinguished level performs at a level of proficiency typically requiring extensive experience and advanced knowledge and skills. The expertise of an academic staff member at this level is commonly recognized at a national or international level.

Promotion to this rank is reserved for a very small number of faculty. Candidates are expected to have at least 10 years of service at the rank of full Professor at University of Wisconsin School of Pharmacy. Attainment of this rank is not simply a result of normal career progression, nor is seniority alone sufficient for promotion.

Candidate faculty are expected to demonstrate sustained scholarly productivity (e.g. publications, extramural funding, professional or academic awards or appointments) since promotion to Professor. The candidate's accomplishments must be of such stature as to influence the individual's field of work.

The Distinguished prefix is granted only after review by the Distinguished Prefix Review Committee (DPRC) composed of academic staff.

Eligibility and documentation requirements can be found at:
http://www.ohr.wisc.edu/polproced/UTG/DPRC_PolProc.pdf

* Boyer, E. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. San Francisco: Jossey-Bass. The Carnegie Foundation for the Advancement of Teaching.