

**Rank and Tenure Guidelines School of Pharmacy & Health Professions**  
**Approved by Faculty 12-2010**

These Faculty Performance Guidelines have been developed to clarify expectations for faculty members with their primary appointment in the School of Pharmacy & Health Professions. The areas that are evaluated most commonly include achievements in teaching, scholarly works, clinical proficiency where appropriate depending on track, and service. Below are some examples of each of these areas. Faculty in the School of Pharmacy & Health Professions is expected to attain levels of achievement consistent with these general guidelines. It is up to the individual faculty member putting forth his/her dossier to include these.

A. Achievement in Teaching:

*Teaching achievement is ordinarily evaluated on the basis of evidence from supervisors, peers, and students. In addition, such factors as range of courses taught, course development, instructional innovation, textbook publication, curriculum design, continuing work toward keeping current in the field, teaching awards and student success after graduation are taken into consideration (Handbook for Faculty, 2009 Section-III.G.9. a. iv.)*

B. Achievement in Scholarly Activity:

*Scholarly achievement is ordinarily demonstrated by publication of books, reviews and articles, by the delivery of scholarly papers, by activity in scholarly societies, artistic exhibits and performances, and by appointments as editor, reviewer, and referee. In addition, such factors as acceptance of patents, procedures and methods, and consulting activity are taken into consideration as appropriate to the discipline. (Handbook for Faculty, 2009 Section-III.G.9. a. v.)*

The School of Pharmacy & Health Professions subscribes to Boyer's definition of scholarship. The definition of scholarship includes not only research (the scholarship of discovery) but also the scholarship of integration, the scholarship of application, and the scholarship of teaching. *Boyer E. Scholarship Reconsidered: Priorities of the Professoriate. Princeton, NJ. Carnegie Foundation for the Advancement of Teaching. 1990.*

C. Achievement in Clinical Proficiency:

*Clinical activity is evaluated on the basis of evidence from supervisors, peers, and appropriate students. In addition, such factors as number and type of referrals, case load, awards, case outcomes, special competencies and certifications are taken into consideration. (Handbook for Faculty, 2009 Section-3.G.9. a. vi.)*

"Clinical activity" is defined as the practice of a profession by a faculty member acting in his or her capacity as a faculty member, either directly in the provision of professional services or in the

supervision of students providing such services. Clinical activity is a component of the dossier when the faculty member is hired for the provision of said professional practice.

Clinical proficiency can be evaluated for teaching-research as well as clinician-educator tracks.

D. Achievement in Service:

*Service includes professional, University, College or School, Departmental, community, church, or volunteer activity which is not directly relate to teaching, research, or clinical assignments (Handbook for Faculty, 2009 Section-III.G.9. a. vii.)*

“Promotion to the rank of associate professor is awarded on the basis of:

- Demonstrated consistent effectiveness in teaching;
- An emerging record of recognized scholarly achievement that contributes to one’s discipline(s);
- Evidence of active service consistent with the Mission of Creighton University; and
- An emerging record of regionally recognized clinical activity consistent with the Mission of Creighton University, if appropriate to the candidate’s position.

Promotion to the rank of professor is awarded on the basis of:

- A consistent record of distinguished teaching;
- An established record of nationally recognized scholarly achievement that contributes to one’s discipline(s);
- Evidence of recognized leadership in service, consistent with the Mission of Creighton University; and
- A record of nationally recognized clinical activity consistent with the Mission of Creighton University, if appropriate to the candidate’s position.”

(Handbook for Faculty, 2009 Section III. G.9. a. viii. B and C.)

**Promotion Guidelines**  
**School of Pharmacy & Health Professions**  
**Category: Clinician-Educator Faculty**  
**Rank: Associate Professor**

The evaluation will be based on the candidate’s breadth and depth of positive achievements in the following areas. The more positive achievements the candidate exhibits (quantity) and the greater the degree of the achievements (quality), the higher the evaluation is likely to be. Thus, candidates do not necessarily have to achieve all of the examples cited below to garner a positive evaluation. Further, the

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list of examples is not exhaustive. The following are examples of positive achievements of a candidate seeking promotion to Associate Professor in the Clinician-Educator track. Tenure guidelines are available separately.

**Teaching Performance:**

The items listed below are examples of positive achievements in the area of teaching:

1. Demonstrates competency in knowledge and skill in teaching as evidenced by administrator or supervisor, peer, and student evaluations.
2. Demonstrates depth and breadth of teaching competence [e.g. lecture, laboratory, discussion group, clinical, as well as small group].
3. Participates in the management of clinical courses, serves as Instructor of Record, and/or provides leadership in course development and implementation.
4. Participates in curriculum development, and develops innovative and effective teaching methods.
5. Participates in interdisciplinary teaching.
6. Supervises students with independent studies and special projects.
7. Serves as an advisor and/or mentor for students.
8. Serves as a mentor to junior faculty members, or post-doctoral research fellows, or clinical residents.
9. Recognized by teaching awards given by School, University, or professional organization.
10. Uses faculty development opportunities and teacher effectiveness tools to improve teaching.

**Scholarly Performance:**

The items listed below are examples of positive achievements in the area of scholarly performance.

1. Holds a terminal degree.
2. Attempts or collaborates to obtain intramural or extramural funding for support of scholarly or other creative activity as a principle investigator.
3. Authorship of scholarly publications on average one every other year. Scholarly publications include those that are nationally recognized and are published as one of the following: a refereed print journals article; a refereed online journal article; a peer-reviewed book chapter or monograph; authorship of a book. Scholarly publications that make a significant contribution to the field are viewed as positive

4. Reviewer for a national professional journal or abstracts for a national professional meeting.
5. Presents results of scholarly or other creative activity at national, regional/state, or local professional meetings an average of at least once every year.
6. Maintains continued technical/scientific competence in his/her discipline, and is regionally recognized as an expert in his/her discipline.
7. Participates in intramural or extramural funded projects as co-investigator.
8. Recognized by scholarship awards given by School, University, or professional organization.

**Clinical Service Performance:**

The items listed below are examples of positive achievement in the area of clinical proficiency:

1. Receives requests from other professionals for advice, consultations or referrals
2. Receives awards in recognition of professional achievement
3. Produces quality clinical or patient-care outcomes as required by departmental chair/program.
4. Is requested to demonstrate skills or help fellow professionals improve their own skills
5. Exhibits a high degree of expertise and effective clinical professional practice as evidenced by peer, supervisor, and, if applicable, student letters
6. Develops or maintains clinical programs, practice standards
7. Develops new or innovative clinical professional practice activity, protocols, or standards

**Service Performance:**

The items listed below are examples of positive achievement in the area of service.

1. Demonstrates involvement in the implementation and support of department/school goals, mission, policies and procedures, and serves on clinical site, departmental, School, and/or University committees
2. Serves as an organizer, consultant, and/or speaker in his/her area of expertise.
3. Participates regularly in School of Pharmacy & Health Professions and University ceremonies and events.
4. Attends appropriate local, state, national and/or international meetings.
5. Contributes to the leadership of organizational activities of appropriate professional societies.

6. Participates in non-professional community service.
7. Serves as an advisor to student organizations
8. Demonstrates leadership in clinical site, department, and/or School committees.
9. Recognized by service award from clinical site, School, University or professional organization.

**Promotion Guidelines**  
**School of Pharmacy & Health Professions**  
**Category: Teaching-Research Faculty without a Clinical Component Rank:**  
**Associate Professor**

The evaluation will be based on the candidate's breadth and depth of positive achievements in the following areas. The more positive achievements the candidate exhibits (quantity) and the greater the degree of the achievements (quality), the higher the evaluation is likely to be. Thus, candidates do not necessarily have to achieve all of the examples cited below to garner a positive evaluation. Further, the list of examples is not exhaustive. The following are examples of positive achievements of a candidate seeking promotion to Associate Professor in the Teaching-Research without a Clinical Component track. Tenure guidelines are available separately.

**Teaching Performance:**

The items listed below are examples of positive achievements in the area of teaching.

1. Demonstrates competency in knowledge and skill in teaching as evidenced by supervisor, peer or student evaluations.
2. Demonstrates breadth and depth of teaching competence (multiple courses and formats) [e.g. lecture, laboratory, discussion group, clinical, as well as small group].
3. Participates in the management of classroom and/or laboratory courses, serves as Instructor of Record, and/or provides leadership in course development and implementation.
4. Participates in curriculum development, and develops innovative and effective teaching methods.
5. Participates in interdisciplinary teaching.
6. Supervises students with independent studies and special projects.
7. Serves as an academic advisor and/or mentor for students.
8. Serves as a mentor to junior faculty members, post-doctoral research fellows, etc.).
9. Recognized by teaching awards given by School, University, or professional organization.
10. Uses faculty development opportunities and teacher effectiveness tools to improve teaching.

**Scholarly Performance:**

The items listed below are examples of positive achievements in the area of scholarly performance.

1. Holds a terminal degree.
2. Attempts or collaborates to obtain intramural or extramural funding for support of scholarly or other creative activity as a principle investigator.
3. Authorship of scholarly publications on average one every year. Scholarly publications include those that are nationally recognized and are published as one of the following: a refereed print journals article; a refereed online journal article; a peer-reviewed book chapter or monograph; authorship of a book. Scholarly publications that make a significant contribution to the field are viewed as positive
4. Reviewer for a national professional journal or abstracts for a national professional meeting.
5. Presents results of scholarly or other creative activity at national, regional/state, or local professional meetings an average of at least once every year.
6. Maintains continued technical/scientific competence in his/her discipline, and is regionally recognized as an expert in his/her discipline.
7. Secures intramural or extramural funding as co-investigator.
8. Recognized by scholarship awards given by School, University, or professional organization.

**Service Performance:**

The items listed below are examples of positive achievement in the area of service.

1. Demonstrates involvement in the implementation and support of department/school goals, mission, policies and procedures, and serves on departmental, School, and/or University committees
2. Serves as an organizer, consultant, and/or speaker in his/her area of expertise.
3. Participates regularly in School of Pharmacy & Health Professions and University ceremonies and events.
4. Attends appropriate local, state, national and/or international meetings.
5. Contributes to the leadership of organizational activities of appropriate professional societies.
6. Participates in non-professional community service.
7. Serves as an advisor to student organizations.
8. Demonstrates leadership in department and/or School committees.
9. Recognized by service award from clinical site, school, university, or national professional organization

**Promotion Guidelines****School of Pharmacy & Health Professions****Category: Teaching-Research Faculty with Clinical Component****Rank: Associate Professor**

The evaluation will be based on the candidate's breadth and depth of positive achievements in the following areas. The more positive achievements the candidate exhibits (quantity) and the greater the

degree of the achievements (quality), the higher the evaluation is likely to be. Thus, candidates do not necessarily have to achieve all of the examples cited below to garner a positive evaluation. Further, the list of examples is not exhaustive. The following are examples of positive achievements of a candidate seeking promotion to Associate Professor in the Teaching-Research with a Clinical Component track. Tenure guidelines are available separately.

**Teaching Performance:**

The items listed below are examples of positive achievements in the area of teaching.

1. Demonstrates competency in knowledge and skill in teaching as evidenced by supervisor, peer or student evaluations.
2. Demonstrates breadth and depth of teaching competence (multiple courses and formats) [e.g. lecture, laboratory, discussion group, clinical, as well as small group].
3. Participates in the management of classroom and/or laboratory courses, serves as Instructor of Record, and/or provides leadership in course development and implementation.
4. Participates in curriculum development, and develops innovative and effective teaching methods.
5. Participates in interdisciplinary teaching.
6. Supervises students with independent studies and special projects.
7. Serves as an academic advisor and/or mentor for students.
8. Serves as a mentor to junior faculty members, post-doctoral research fellows, etc.).
9. Recognized by teaching awards given by School, University, or professional organization.
10. Uses faculty development opportunities and teacher effectiveness tools to improve teaching.

**Scholarly Performance:**

The items listed below are examples of positive achievements in the area of scholarly performance.

1. Holds a terminal degree.
2. Attempts or collaborates to obtain intramural or extramural funding for support of scholarly or other creative activity as a principle investigator.
3. Authorship of scholarly publications on average one every year. Scholarly publications include those that are nationally recognized and are published as one of the following: a refereed print journals article; a refereed online journal article; a peer-reviewed book chapter or monograph; authorship of a book. Scholarly publications that make a significant contribution to the field are viewed as positive
4. Reviewer for a national professional journal or abstracts for a national professional meeting.
5. Presents results of scholarly or other creative activity at national, regional/state, or local professional meetings an average of at least once every year.
6. Maintains continued technical/scientific competence in his/her discipline, and is regionally recognized as an expert in his/her discipline.

7. Secures intramural or extramural funding as co-investigator.
8. Recognized by scholarship awards given by School, University, or professional organization.  
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9. Uses faculty development opportunities and teacher effectiveness tools to improve teaching.

**Clinical Service Performance:**

The items listed below are examples of positive achievement in the area of clinical proficiency:

1. Receives requests from other professionals for advice, consultations or referrals
2. Receives awards in recognition of professional achievement
3. Produces quality clinical or patient-care outcomes
4. Is requested to demonstrate skills or help fellow professionals improve their own skills
5. Exhibits a high degree of expertise as evidenced by peer, supervisor letters
6. Provides effective clinical teaching as evidenced by student, peer, and supervisor letters
7. Develops or maintain clinical protocols or standards
8. Develops new or innovative clinical professional practice activity, protocols, or standards

**Service Performance:**

The items listed below are examples of positive achievement in the area of service.

1. Demonstrates involvement in the implementation and support of department/school goals, mission, policies and procedures, and serves on departmental, School, and/or University committees
2. Serves as an organizer, consultant, and/or speaker in his/her area of expertise.
3. Regular participation in School of Pharmacy & Health Professions and University ceremonies and events.
4. Attends appropriate local, state, national and/or international meetings.
5. Contributes to the leadership of organizational activities of appropriate professional societies.
6. Participates in non-professional community service.
7. Serves as an advisor to student organizations.
8. Demonstrates leadership in department and/or School committees.
9. Recognized by service award from clinical site, School, University, or national professional organization.

**Promotion Guidelines**  
**School of Pharmacy & Health Professions**  
**Category: Clinician-Educator Faculty**  
**Rank: Professor**

The evaluation of candidates for the rank of professor is based on the expectation that the candidate has continued to, at a minimum, meet the guidelines for the rank of associate professor, but with



positive evidence of growth in one or more areas since attaining the rank of associate professor. Thus, candidates do not necessarily have to achieve all of the examples cited below to garner a positive evaluation. Further, the list of examples is not exhaustive. The following are examples of areas in which a candidate seeking promotion to Professor in the Clinician-Educator track can show growth.

**Teaching Performance:**

1. Assumes responsibility for development, implementation, and management of classroom and/or laboratory courses, provides leadership in curriculum development and implementation.
2. Serves as a mentor for students.
3. Serves as a mentor to other faculty.
4. Demonstrates innovative teaching methods for didactic, laboratory, or clinical teaching which other faculty are incorporating into their teaching styles.
5. Engages in the scholarship of teaching.

**Scholarly Performance:**

In addition to the achievements listed for Associate Professor, the following are positive examples to attain the rank of Professor.

1. Makes presentations at national professional meetings on the average of at least once every year.
2. Evidences a scholarly focus with nationally-recognized scientific and/or technical competence.
3. Primary or corresponding author of scholarly-publications an average of at least once every year in a nationally-recognized refereed (peer-reviewed) journal or online publication.
4. Primary author of a nationally-recognized refereed (peer-reviewed) book chapter or book.
5. Develops and conducts scholarly investigations as a primary investigator (basic or clinical, including outcome study, educational research, or case study) and serves as a collaborator with other investigators.
6. Obtains funding (intramural or extramural) in support of scholarly investigations or as a collaborator with other investigators.

**Clinical Service Performance:**

The achievements for Professor are a continuation of and growth in one or more of the examples listed for Associate Professor.

**Service Performance:**

1. Serves as an organizer, consultant, and/or speaker in his/her area of expertise in national forums.
2. Demonstrates leadership in the implementation, and support of clinical site, department, School, University goals, mission, policies and procedures.
3. Serves in a leadership role on clinical site, department, School, and/or University committees.

4. Demonstrates leadership in national professional organizational committees, and attends appropriate local, state, national and/or international meetings, and contributes to the leadership of organizational activities of appropriate professional societies.
5. Provides leadership in non-professional community service.
6. Provides leadership in an administrative role when possible.

**Promotion Guidelines**  
**School of Pharmacy & Health Professions**  
**Category: Teaching-Research Faculty without a Clinical Component**  
**Rank: Professor**

The evaluation of candidates for the rank of professor is based on the expectation that the candidate has continued to, at a minimum, meet the guidelines for the rank of associate professor, but with positive evidence of growth in one or more areas since attaining the rank of associate professor. Thus, candidates do not necessarily have to achieve all of the examples cited below to garner a positive evaluation. Further, the list of examples is not exhaustive. The following are examples of areas in which a candidate seeking promotion to Professor in the Teaching-Research without a Clinical Component track can show growth.

**Teaching Performance:**

1. Assumes responsibility for development, implementation, and management of classroom and/or laboratory courses, provides leadership in curriculum development and implementation and develops innovative teaching methods.
2. Serves as a mentor for students.
3. Serves as a mentor to other faculty.
4. Engages in the scholarship of teaching

**Scholarly Performance:**

1. Demonstrates a track record of sustained application with some success (at least one) as principal or co-investigator in external peer-reviewed funding for support of scholarly or other creative activity.
2. Primary or corresponding author of scholarly-publications an average of at least once every year in a nationally-recognized refereed (peer-reviewed) journal or online publication.
3. Primary author of a nationally-recognized refereed (peer-reviewed) book chapter or book.
4. Presents results of scholarly or other creative activity at national meetings an average of at least once every year.
5. Maintains continued technical/scientific competence in his/her discipline, and is nationally recognized as an expert in his/her discipline.
6. Member of an editorial board or editor for a national professional journal.

**Service Performance:**

1. Serves as an organizer, consultant, and/or speaker in his/her area of expertise in national forums.
2. Demonstrates leadership in the implementation, and support of department, School, University goals, mission, policies and procedures.
3. Serves in a leadership role on department, School, and/or University committees.
4. Demonstrates leadership in national professional organizational committees, and attends appropriate local, state, national and/or international meetings, and contributes to the leadership of organizational activities of appropriate professional societies.
5. Provides leadership in non-professional community service.
6. Provides leadership in an administrative role when possible.

**Promotion Guidelines****School of Pharmacy & Health Professions****Category: Teaching-Research Faculty with Clinical Component****Rank: Professor**

The evaluation of candidates for the rank of professor is based on the expectation that the candidate has continued to, at a minimum, meet the guidelines for the rank of associate professor, but with positive evidence of growth in one or more areas since attaining the rank of associate professor. Thus, candidates do not necessarily have to achieve all of the examples cited below to garner a positive evaluation. Further, the list of examples is not exhaustive. The following are examples of areas in which a candidate seeking promotion to Professor in the Teaching-Research with a Clinical Component track can show growth.

**Teaching Performance:**

Some examples of areas in which a candidate for Professor can show growth:

1. Assumes responsibility for development, implementation, and management of classroom and/or laboratory courses, provides leadership in curriculum development and implementation and develops innovative teaching methods.
2. Serves as a mentor for students.
3. Serves as a mentor to other faculty.
4. Engages in the scholarship of teaching.

**Scholarly Performance:**

Some examples of areas in which a candidate for Professor can show growth:

1. Demonstrates a track record of sustained application with some success (at least one) as principal or co-investigator in external peer-reviewed funding for support of scholarly or other creative activity.

2. Primary or corresponding author of scholarly-publications an average of at least once every year in a nationally-recognized refereed (peer-reviewed) journal or online publication.
3. Primary author of a nationally-recognized refereed (peer-reviewed) book chapter or book.
4. Presents results of scholarly or other creative activity at national meetings an average of at least once every year.
5. Maintains continued technical/scientific competence in his/her discipline, and is nationally recognized as an expert in his/her discipline.
6. Member of an editorial board or editor for a national professional journal.

**Clinical Service Performance:**

The achievements for Professor are a continuation of and growth in one or more of the examples listed for Associate Professor.

**Service Performance:**

1. Serves as an organizer, consultant, and/or speaker in his/her area of expertise in national forums.
2. Demonstrates leadership in the implementation, and support of department, School, University goals, mission, policies and procedures.
3. Serves in a leadership role on department, School, and/or University committees.
4. Demonstrates leadership in national professional organizational committees, and attends appropriate local, state, national and/or international meetings, and contributes to the leadership of organizational activities of appropriate professional societies.
5. Provides leadership in non-professional community service.
6. Provides leadership in an administrative role when possible.