



**GUIDELINES GOVERNING
APPOINTMENTS, PROMOTION, AND TENURE FOR FACULTY IN THE
DEPARTMENT OF PHARMACY PRACTICE
IN THE BILL GATTON COLLEGE OF PHARMACY**

PREAMBLE

Statement of Purpose

This document has been developed collectively by the faculty of the Department of Pharmacy Practice (DPP) to summarize and communicate the philosophy, policies, and procedures underlying considerations of faculty appointment, promotion, and tenure in the Department of Pharmacy Practice in the Bill Gatton College of Pharmacy at East Tennessee State University. The mission of the Bill Gatton College of Pharmacy is to develop progressive pharmacists that improve healthcare, focusing on rural and underserved communities. The College achieves its mission by maintaining a community of active and creative scholars that conduct innovative research and scholarship -- and by engaging and serving the university, community and profession. Hence, the work of the faculty will address teaching, research and service.

It is unrealistic to expect that each individual member of the faculty will contribute equally, at the highest level, to all aspects of this mission. For the purposes of faculty personnel actions, it therefore is important to identify and, wherever possible, recognize the specific and unique contributions of each regular faculty to the mission of the College. This document is intended to provide *philosophical and practical guidelines* to accomplish this important task. **Accordingly, this document is intended to guide promotion and tenure deliberation and decisions and is not intended to be used as strict minimum criteria that preclude the appropriate reasonable interpretation and judgment of the collective weight of each faculty member's body of work.**

Statement of Mission and Values

The mission of the Bill Gatton College of Pharmacy is two-fold. The primary goal of the mission addresses the education and training of professional pharmacists. Those faculty receiving tenure and/or promotion should be consistently committed to this end as demonstrated by excellence in teaching and dedication to classroom and clinical instruction. The secondary goals of the mission and values address scholarship and service. It is expected that all faculty in the Bill Gatton College of Pharmacy, irrespective of their rank, type of appointment, or area of expertise, will pursue scholarly activities in some form. Thus, the extent to which the College values and rewards each member of the faculty will also depend on the impact of the individual's scholarship. Although many definitions may be offered, for the purposes of this document and as defined in the mission of the College, scholarship is defined as the discovery, integration and dissemination of new knowledge, or the synthesis of existing knowledge in novel ways or in a manner that allows practical application to an identifiable problem. It is the policy of ETSU to maintain and encourage full freedom of its faculty to pursue scholarship in all its forms, and to protect its faculty from influence that would restrict the exercise of such freedom. The complete statement of the University's position on academic freedom may be found in the ETSU [Faculty Handbook Section 2.1.2 "Academic Freedom and Responsibility"](#). In addition to education and scholarship, all faculty should be engaged in service. Service opportunities are abundant in the department, college, university and beyond and many of these service functions are necessary to maintain a properly functioning organization. It is expected that all faculty will be able to demonstrate reasonable and effective contributions through service activities.

Congruency with University Policy

Faculty appointments and promotions in the Bill Gatton College of Pharmacy, together with relevant tenure considerations, are recommended in accordance with ETSU Faculty Handbook Section 2, in particular section 2.3 - [Policy on Academic Tenure](#) and section 2.4 - [Policy on Faculty Promotion](#). This document provides guidelines and serves to clarify additional requirements for faculty appointments in the Bill Gatton College of Pharmacy.

Tenure

As defined in the ETSU Faculty Handbook, section 2.3.1.1, titled [Academic Tenure](#):

Tenure is a personnel status in an academic department or other academic program unit pursuant to which the academic or fiscal year appointments of full-time faculty who have been awarded tenure are continued at a university until the expiration or relinquishment of that status, subject to termination for adequate cause, for financial exigency, or for curricular reasons. The awarding of tenure is recognition of the merit of a faculty member and of the assumption that he/she would meet the long-term staffing needs of the department or other academic program unit and the university.

Tenure is awarded only to those members of the faculty who have exhibited professional excellence and outstanding abilities sufficient to demonstrate that their future services and performances justify the degree of permanence afforded by academic tenure. The Tennessee Board of Regents does not award tenure in non-faculty positions. Tenure appointments reside in the departments and other academic program units, and are assurances of continued employment during the appointment year subject to expiration, relinquishment, or terminations of tenure as set out in Sections 2.3.11, 12, 13, 14, and 16. Recommendations for or against tenure should originate from the department or academic program unit in which the faculty member is assigned and should include appropriate

participation in the recommendation by tenured faculty in the department or academic program unit as specified in Policy 5:02:03:60.

Tenure is awarded only by positive action of the Board, pursuant to the requirements and procedures of this policy, at a specific university. No faculty member shall acquire or be entitled to any interest in a tenure appointment at a university without a recommendation for tenure by the president of the university and an affirmative award of tenure by the Board of Regents. No other person shall have any authority to make any representation concerning tenure to any faculty member, and failure to give timely notice of non-renewal of a contract shall not result in the acquisition of a tenure appointment, but shall result in the right of the faculty member to another year of service at the university, provided that no tenure appeals remain outstanding due to lack of cooperation and/or appropriate action on the part of the candidate in completing the appeal process.

Procedures

The ETSU Faculty Handbook provides clear promotion guidelines (ETSU Faculty Handbook; Section 2.4.3) for all the procedures pertinent to the evaluation of tenure and promotion. The pertinent paragraphs and topics from Section 2 are listed below:

- 2.4.10 Exceptions to Minimum Rank Qualifications
- 2.4.11 Initiation and Processing of Promotion Recommendations
- 2.4.12 Appeal Procedure

It is important to note that the procedures are clearly delineated in these paragraphs for all aspects of the tenure process, including dates of submission, committee composition and hierarchy, composition of the dossier, limitations on the addition or deletion of material from the applicant's dossier, the nature of the appeals process, and additional guidelines on metrics for consideration. As is true for all statements within this document, any conflict with the guidelines and policies of ETSU or its governing body is unintentional, and in such cases these promotion and tenure guidelines will be considered subordinate to the guidelines/policies of ETSU or its governing body.

Preliminary Review

A preliminary departmental and college review will be required for tenure track and encouraged for clinical track faculty at the assistant professor rank. This preliminary review will usually take place after the faculty member has completed three years in the assistant professor rank and will consist of a review by the department promotion committee and the college promotion/tenure committee. The review committees will respond with a written evaluation and recommendations to the faculty candidate. Specific guidance should be given by the committees on how the faculty member can improve his/her dossier so as to be successful in the promotion/tenure process. This preliminary review will follow the same ETSU procedures and timeline as the official promotion/tenure reviews. However, the Dean and Vice-President for Health Affairs will not provide a preliminary review of the faculty member nor will external letters be requested. Faculty will have the option of whether to include the third year review letters in their promotion and tenure dossier.

Descriptions of Faculty Tracks

Department of Pharmacy Practice

FacultyTrack

Description

Clinical / Volunteer*

Clinical volunteer (adjunct) faculty participate in providing clinical experience through teaching and / or supervising pharmacy students in the experiential setting. Faculty holding appointments in this track will have the title clinical preceptor, clinical assistant professor, clinical associate professor, or clinical professor as outlined on page 5. Faculty holding appointments in this track may be compensated on a contractual basis or may be volunteer. The appointment of clinical instructor will be a temporary adjunct appointment reserved for postgraduate trainees within the department (residents and fellows). These designated divisions in rank are internal to the Department of Pharmacy Practice as the university only recognizes “adjunct faculty” as a single designation.

Adjunct Faculty

Adjunct faculty are professional staff members of businesses, industries, and other agencies and organizations who are appointed on a part-time basis to carry out instructional, research, or public service functions. (Source: [TBR Policy 5:02:01:00](#)) Adjunct faculty may be compensated on a contractual basis or may be volunteer. These positions may be Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, or Adjunct Professor as outlined on page 6. These designated divisions in rank are internal to the Department of Pharmacy Practice as the university only recognizes “adjunct faculty” as a single designation.

Clinical Track

Clinical track (non-tenure track) appointments are regular full-time faculty with academic rank. Appointments may be for the academic or calendar year. Clinical track appointments are subject to annual renewal by the institution. (Source: TBR Policy 5:02:03:00) These positions may be at the rank of Instructor, Assistant Professor, Associate Professor, or Professor as outlined in the ETSU Faculty Handbook.

Tenure Track

Tenure track appointments are regular full-time faculty with academic rank. Appointments may be for the academic or calendar year. Tenure-track appointments are for faculty who are employed in a probationary period of employment preliminary to consideration for tenure. Tenure-track appointments shall not include any right to permanent or continuous employment, shall not create any manner of legal right, interest, or expectancy of renewal or any other type of appointment, and shall be subject to annual renewal by the institution. (Source: TBR Policy 5:02:03:00) These positions may be Assistant Professor, Associate Professor, or Professor as outlined in the ETSU Faculty Handbook.

Tenure Appointment

Tenure appointments are full-time faculty members who have been awarded tenure by the Board pursuant to the provisions of this policy. Tenure appointments include the assurance of continued employment for the academic year for an indefinite period, subject to expiration, relinquishment, or termination of tenure as hereinafter provided. Such appointments do not include assurance of continued employment at any specified salary or position or employment during summer sessions or inter-sessions. (Source: TBR Policy 5:02:03:00)

* Clinical / Volunteer faculty are considered Adjunct Faculty by ETSU Policy

Minimum Criteria for Appointment and Promotion for Clinical / Volunteer Appointments

Criteria	Clinical Preceptor	Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor
Minimum Criteria	<ul style="list-style-type: none"> Commitment to serve as a preceptor and/or lecturer for pharmacy students Acceptable clinical and/or didactic teaching 	<ul style="list-style-type: none"> Criteria for Clinical Preceptor Completion of postgraduate residency / fellowship or equivalent experience Actively involved in the didactic and clinical teaching of pharmacy students 	<ul style="list-style-type: none"> Criteria for Clinical Assistant Professor 	<ul style="list-style-type: none"> Criteria for Clinical Associate Professor
Added Criteria	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Active in service to the College 	<ul style="list-style-type: none"> Active in service to the College Evidence of excellent practice Local / regional leadership stature in profession Good to excellent evaluations by students Minimum of 2-3 publications and 1 poster presentation at a state or national meeting. 	<ul style="list-style-type: none"> State/national leadership in professional organizations, healthcare boards, etc.. Senior local leadership / contribution to the profession Presentations at local or state or national level (e.g., CE, grand rounds, etc....) Minimum of 4-6 publications and 2 or more poster presentations at state or national meeting Active research involving pharmacy school faculty or trainees

Promotion: Candidates for promotion must be in rank for five full years before applying for promotion.

Review Process: The Chair will make all appointments based on criteria. The department faculty will approve initial appointments at a rank higher than Clinical Assistant Professor. Requests for promotion in rank are considered by the Chair and Department Promotion and Tenure Committee using the above criteria and same process / timeline as regular faculty. Candidates for promotion must request three letters. If approved, the request for promotion is forwarded to the Dean for review and final approval.

Minimum Criteria for Appointment and Promotion for Adjunct Faculty Appointments

Criteria	Adjunct Instructor	Adjunct Assistant Professor	Adjunct Associate Professor	Adjunct Professor
Minimum Criteria	<ul style="list-style-type: none"> Acceptable credentials Acceptable didactic teaching 	<ul style="list-style-type: none"> Criteria for Adjunct Instructor Completion of postgraduate residency / fellowship; or appropriate professional and/or academic experience Actively involved in the didactic education of pharmacy students 	<ul style="list-style-type: none"> Criteria for Adjunct Assistant Professor 	<ul style="list-style-type: none"> Criteria for Adjunct Associate Professor
Added Criteria	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Active in service to the College 	<ul style="list-style-type: none"> Active in service to the College Local / regional leadership stature in profession Good to excellent evaluations by students Minimum of 2-3 publications and 1 poster presentation at a state or national meeting. 	<ul style="list-style-type: none"> State/national leadership in professional organizations, healthcare boards, etc.. Senior local leadership / contribution to the profession Presentations at local or state or national level (e.g., CE, grand rounds, etc....) Minimum of 4-6 publications and 2 or more poster presentations at state or national meeting Active research involving pharmacy school faculty or trainees

Promotion: Candidates for promotion must be in rank for five full years before applying for promotion.

Review Process: The Chair will make all appointments based on criteria. The department faculty will approve initial appointments at a rank higher than Adjunct Assistant Professor. Requests for promotion in rank are considered by the Chair and Department Promotion and Tenure Committee using the above criteria and same process / timeline as regular faculty. Candidates for promotion must request three letters. If approved, the request for promotion is forwarded to the Dean of Pharmacy for review and final approval.

Criteria for Promotion from Assistant Professor to Associate Professor in the Clinical Track

Faculty evaluated for promotion will be evaluated in the following areas: teaching, academic/professional service, research/scholarship, and clinical practice (if applicable). Promotion to the next academic rank requires the following:

- Excellence in one area
- Good in other area(s) (with the exception of scholarship)
- Proficiency in scholarship must be demonstrated for candidates seeking promotion to Associate Professor.

Criteria for Tenure and Promotion from Assistant Professor to Associate Professor in the Tenure Track

Tenure and promotion from Assistant to Associate Professor will be evaluated in the following areas: teaching, academic/professional service, research/scholarship, and clinical practice (if applicable). Promotion to Associate Professor and tenure both require the following:

- Excellence in research / scholarship
- Good in all other evaluated areas.

Criteria for Tenure at the Associate Professor or Professor Rank in the Tenure Track

These criteria are appropriate for faculty who were hired at the Associate Professor or Professor rank and who submit an application for tenure at a later time. Faculty evaluated for tenure will be evaluated in the following areas including: teaching, academic/professional service, research/scholarship, and clinical practice (if applicable) and will meet the minimum criteria for tenure at the Associate Professor rank. Tenure is awarded to those members of the faculty who have exhibited professional excellence and outstanding abilities sufficient to demonstrate that their future services and performances justify the degree of permanence afforded by academic tenure.

Criteria for Promotion from Associate Professor to Professor in the Clinical Track

Faculty evaluated for promotion from Associate to Professor rank in the clinical track will be evaluated in the following areas including teaching, academic/professional service, research/scholarship and clinical practice (if applicable). Promotion to the next academic rank requires the following:

- Excellence in two areas
- Good in other evaluated areas

Criteria for Promotion from Associate Professor to Professor in the Tenure Track

Faculty evaluated for promotion from Associate to Professor rank in the tenure track will be evaluated in the following areas: teaching, academic/professional service, research/scholarship, and clinical practice (if applicable). Promotion to the next academic rank requires the following:

- Outstanding in research / scholarship (exceptions may be made provided that candidate is excellent in three areas, including research/scholarship)
- Excellence in one area
- Good in all other evaluated areas

Teaching

Excellence in Teaching

The candidate *should* meet the following criteria for excellence in teaching. In addition, the faculty member *should* meet at least 4 additional criteria from the list of additional criteria for teaching effectiveness. The faculty should clearly demonstrate excellence through the additional criteria.

1. Provides the expected number of hours of classroom instruction each year as documented in the annual Faculty Activity Report (FAR).
2. Required peer and chair teaching evaluations are consistently excellent.
3. Required student evaluations are consistently excellent.
4. Course coordinator (or co-coordinator) of one or more college of pharmacy course(s) during the evaluation period.
5. Successful direction of IPPEs with excellent evaluations. This includes taking the expected number of students or experiences as agreed upon by the department chair. [This criterion is not applicable for faculty without a clinical site/practice.]
6. Successful direction of APPEs with excellent evaluations. This includes taking the expected number of students or experiences as agreed upon by the department chair. [This criterion is not applicable for faculty without a clinical site/practice.]

Good in Teaching

The candidate *should* meet the following criteria. [No additional criteria are required; however, additional criteria will strengthen the case for 'Good' in teaching.]

1. Provides the expected number of hours of instruction each year as documented in the annual Faculty Activity Report (FAR).
2. Required peer and chair teaching evaluations are consistently considered good to very good.
3. Required student teaching evaluations are consistently considered good to very good.
4. Participates in teaching self-assessment according to the College Evaluation Plan and provides the department chair with self-assessment and quality improvement plan, as requested.
5. Course coordinator (or co-course coordinator) of one or more college of pharmacy courses during the evaluation period.
6. Successful direction of IPPEs with good to very good evaluations. This includes taking the expected number of students as agreed upon by the department chair. [This criterion is not applicable for faculty without a clinical site/practice.]
7. Successful direction of APPEs with good to very good evaluations. This includes taking the expected number of students as agreed upon by the department chair. [This criterion is not applicable for faculty without a clinical site/practice.]

Evidence of Teaching Effectiveness – Additional Criteria

Examples of evidence to support teaching effectiveness are provided below. The list should not be considered comprehensive. There is no expectation that candidates will demonstrate activity in all areas. These additional criteria may be used to strengthen the case for the above classifications, particularly when the candidate only marginally meets or falls short of the aforementioned criteria. The amount of credit allocated to these additional criteria will be determined by the review committee and will be evaluated in the context of qualitative and quantitative factors.

1. Consistently accepts additional IPPE/APPE students, in excess of minimum expectations.
2. Consistently accepts additional didactic teaching, in excess of minimum expectations.
3. Coordinates multiple courses in excess of minimum requirements and/or departmental average.
4. Uses innovative and progressive teaching methods that result in documented improvement in course outcomes and/or student experiences. This may include the creative use digital and social media (e.g., Facebook, Twitter, podcast, etc..)
5. Candidate has developed and implemented a Continuous Professional Development (CPD) plan for advancing teaching skills and effectiveness with the goal of achieving excellence in teaching. [The candidate should endeavor to demonstrate how this CPD has improved the quality of his/her teaching]
6. Developed or co-developed a core course in the curriculum.
7. Developed or co-developed an elective course.
8. Developed or co-developed quality interprofessional teaching experiences.
9. Precepts post-graduate trainees with very good to excellent evaluations.
10. Demonstrates leadership within the department or college regarding curricular development and revision.
11. Recipient of college or university teaching award.
12. Invited presentations at local, state or national meetings.
13. Active involvement in the scholarship of teaching (includes presentations, articles, grants or books).
14. Frequent and consistent invitations from other academic units in the University to serve as guest lecturer and/or to frequently and consistently lecture outside of the College, e.g., CE presentations, noon conference, inservices, etc..
15. Letters from current and former students and residents attesting to the teacher's effectiveness.
16. Completed teaching certificate program in a professional organization (e.g., ACCP or AACCP).

Clinical Practice

Excellence in Clinical Practice

The candidate must meet the following criteria for excellence in clinical practice. In addition, the candidate *should* meet at least 5 additional criteria from the list of evidence of practice effectiveness.

1. Receives at least 2 excellent external letters of evaluation from colleagues regarding level of clinical practice, collegiality, and importance of contribution to the team/practice site.

Good in Clinical Practice

The candidate must meet the following criteria for 'good' in clinical practice. In addition, the candidate *should* meet at least 2 additional criteria from the list of evidence of practice effectiveness.

1. Receives at least 2 favorable external letters of evaluation from colleagues regarding level of clinical practice, collegiality, and importance of contribution to the team/practice site.

Evidence of Practice Excellence – Additional Criteria

Examples of evidence to support practice effectiveness are provided below. The list should not be considered comprehensive. There is no expectation that the candidate will show activity in all areas. These additional criteria may be used to strengthen the case for the above classifications, particularly when the candidate only marginally meets or falls short of the aforementioned criteria. The amount of credit allocated to each of these additional criteria will be determined by the review committee and will be evaluated in the context of qualitative and quantitative factors.

1. Recognition or award for practice/clinical teaching excellence by an external department or college. [Preceptor of the year by the BGCOP should be captured under teaching].
2. Faculty peer assessment in support of clinical skills and practice quality of candidate. [Peer assessment must be excellent to support excellence in clinical practice.]
3. Objective assessment and documentation of improved patient care or cost outcomes.
4. Director/management/leadership appointment at clinical practice site.
5. Presentation or publication of work performed at one's practice site and which demonstrates practice excellence or innovation.
6. Development of clinical protocols for use in patient care at practice site.
7. Invited presentations related to one's practice site excellence or innovation.
8. At least two letters from former students (graduates) or postgraduate trainees attesting to the clinician's practice skills and effectiveness. [These cannot be the same two letters as those required for 'Excellence' and 'Good']
9. Evidence of consistent requests for professional consultation beyond the minimum requirement at clinical practice site or another practice site or professional group.
10. Added credentials in area of expertise, e.g., board certification.
11. Written reports related to practice authored or co-authored by the candidate (e.g. DUR reports, P&T Monographs, DUE reports, and other practice-site related reports).

Academic and Professional Service

Excellence in Service

The candidate *should* meet the following criteria for excellence in service. In addition, the candidate *should* meet a minimum of 4 additional criteria from the list of evidence of service.

1. Active and contributing member of at least 2-3 college / departmental committees each year.
2. Positively and consistently contributes to the department and/or college goals, culture, and objectives by consistently attending and participating in departmental faculty meetings.
3. Served on a committee for a local, state or national professional organization.
4. Served on a University or Health Sciences Center committee during the evaluation period.

Good in Service

The candidate *should* meet the following criteria for 'good' in academic/professional service. In addition, the candidate *should* meet a minimum of 3 additional criteria from the list of evidence of service.

1. Active and contributing member of 1-2 college / departmental committees each year for the majority of years during the evaluation period.
2. Positively and consistently contributes to department and/or college goals, culture, and objectives by consistently attending and participating in departmental faculty meetings.
3. Served as student mentor within the College.
4. The faculty member is a member of and participates in at least one national organization, including meeting attendance.

Evidence of Academic and Professional Service – Additional Criteria

Examples of evidence to support academic and professional service are provided below. The list should not be considered comprehensive. There is no expectation that the candidate will show activity in all areas. These additional criteria may be used to strengthen the case for the above classifications, particularly when the candidate only marginally meets or falls short of the aforementioned criteria. The amount of credit allocated to each of these additional criteria will be determined by the review committee and will be evaluated in the context of qualitative and quantitative factors.

1. Consistently provides documented service to the department and college in excess of the departmental workload norms/requirements.
2. Has served as a departmental or college committee chair during the evaluation period.
3. Serves on multiple University or Health Sciences Committees during the evaluation period.
4. Serves on a committee for another department within the University.
5. Is consistently involved in student recruitment, e.g., interviewee meet-and-greet, lunches, recruitment trips to other schools.
6. Serves on a local / regional board or committee.
7. Serves on a committee in a professional organization (local, state or national).
8. Serves in a significant leadership role for a professional organization (local, state, or national).
9. Chairs a committee in a professional organization (state or national).
10. Chairs a committee in health system or clinic.
11. Serves on a hospital or healthcare related committee either on campus or at an affiliated institution.
12. Positive letter from a peer/colleague attesting to the excellent and valuable service provided by the faculty member.
13. Participates as an active reviewer for professional journals, textbooks or book chapters or other similar professional publications. [Minimum of 5 documented reviews during evaluation period.]

14. Letter from colleagues or chair documenting excellence in mentoring faculty.
15. Serves as a faculty mentor to GCOP students.
16. Serves as a faculty advisor for professional student organizations.
17. Receives recognition awards for service-related academic activities.
18. Significant contribution to the advancement of the profession or healthcare system through legislative action.
19. Received fellowship status within professional organizations.

Evidence of Community Service that Benefits the College or Profession

1. Organization of and/or participation in health-related community service projects (e.g., health fairs).
2. Providing professional presentations for public programs (local, state, or national nonpharmacy/layperson organizations)
3. Receiving recognition awards for community-based health-related service activities.
4. Representing the College at various public meetings.
5. Participating on community committees.
6. Leadership position in community service organization (such as board of directors, board of advisors, or elected public office).

Research and Scholarship

Outstanding in Research/Scholarship

The candidate's record in the area of research and scholarship must be consistent and must make a substantial contribution to one's academic discipline or profession. The record should show growth that exceeds the criteria for promotion or appointment to the rank of Associate Professor. There should be evidence that the candidate has firmly established an independent research program and that the candidate has established a national reputation of scholarship. The candidate's work should be of high quality, evidenced by journal reputation, level and type of funding, and outside reviewers' comments.

Excellence in Research and Scholarship

Excellence is defined as a record of consistent activity that makes an important contribution to one's academic discipline or profession. There should be evidence that the candidate's work is of high quality, as indicated by journal reputation, level and type of funding (if applicable, especially in the tenure track), and/or external reviewers' comments. Generally, the candidate's record should include the following: a) during the period of evaluation, there should be at least 9-10 high quality peer-reviewed publications ---at least 5 while at ETSU and in the majority of publications, the candidate will be either first, second or senior/corresponding author and a substantial portion are in the candidate's area of expertise; b) during the period of evaluation, there should be a minimum of 6 poster presentations--at least 3 while at ETSU; and c) evidence of sufficient external funding to support the candidate's research agenda (when applicable; this is primarily intended for faculty in the tenure track). Meeting additional criteria (Evidence of Research / Scholarship) may strengthen the case for excellence in research and scholarship.

Good in Research and Scholarship

The faculty member demonstrates consistency in scholarly activity that makes an important contribution to the academic discipline or profession. Generally, during the period of evaluation, the candidate's record should include the following: a) at least 4-5 good quality peer-reviewed publications ---at least 3 while at ETSU and in at least 3 publications, the candidate will be either first, second, or senior/corresponding author); and b) minimum of 2 poster presentations at national meetings---at least 1 while at ETSU. Meeting additional criteria (Evidence of Research / Scholarship) may strengthen the case for the 'Good' category.

Proficiency in Research and Scholarship

The faculty member demonstrates increasing consistency in scholarly activity that makes an important contribution to one's academic discipline or profession. Generally, the candidate's record should include the following: a) during the evaluation period, the candidate has published a minimum of 3 good quality peer-reviewed publications ---at least 1 at ETSU and in at least 2 publications, the candidate will be either first or second author; b) minimum of 1 poster presentation at a state or national meeting (while at ETSU).

[Note that the category of '*Proficiency in Research and Scholarship*' is only used in the promotion of clinical track faculty from Assistant to Associate Professor. All other promotions, either within clinical track or tenure track, require a minimum of 'Good'.] Meeting additional criteria (Evidence of Research / Scholarship) may strengthen the case for this category.

Evidence of Research and Scholarship

This section describes the evidence presented in the dossier in assessing the candidate's research and/or scholarship. The following categorization of research and/or scholarship appears in **relative rank order of importance**. [This list may not include all possible evidences of scholarship.]

1. Peer-reviewed publication in a quality journal (including reviews, original research reports, reports of innovations in practice or teaching)
2. Refereed scholarly books
3. Refereed book chapters
4. Peer-reviewed Case Reports / Case Series
5. Editor of book or journal
6. Papers/posters presented at national meetings
7. Presentation of competitively selected research at national or international meeting
8. Invited presentations at national or international meetings
9. Invited research presentations at local and/or state meetings
10. Participation in expert panel (related to research) at local/state/national meeting
11. Served as co-author on white paper, guidelines, or position statement
12. Invited research seminars at other institutions, industry, or government
13. Grants and contracts (both submitted and funded)
14. Clinical guideline/policy statement development
15. Non-peer-reviewed publications, e.g.,
 - a. Drug monographs
 - b. Newsletters
 - c. Publication in electronic media
 - d. Editorials
 - e. Book review
16. Development of patient education materials
17. Awards/honors for scholarship