

# **GUIDELINES FOR PROMOTION AND TENURE OF TENURE-ELIGIBLE FACULTY**

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## **Introduction**

The primary functions of University faculty are: the creation of new knowledge through scholarly and research activities; provide quality instruction to students in professional and graduate programs; and provide service to the institution (department, college and university), professional and scientific organizations, and the public. Faculty are expected to demonstrate proficiency in all of these functions, but not necessarily in equal measure. Meeting the criteria for Promotion and carrying out these functions in a creative and effective manner leads to the rewards offered to a faculty member by this University (*i.e.*, promotion, tenure). Promotion and tenure decisions, therefore, should be based upon evidence and documentation of performance in these areas.

Pharmacy Practice and Science faculty are promoted and/or tenured under the guidelines of the Arizona Board of Regents' Conditions of Faculty Service which are supplemental to the University policy outlined in the *University Handbook for Appointed Personnel (UHAP)*, including any published supplements or revisions thereof. Faculty are expected to be familiar with these University documents. The purpose of this document is to provide specific guidance for promotion and tenure for Pharmacy Practice and Science faculty. The Department Head should be notified of any real or perceived contradictions between University and departmental promotion and tenure policies.

Recommendations for promotion and/or tenure are submitted to the Dean's office by October 15 of each academic year and to the Provost's office by January 15. Decisions concerning promotion and tenure are typically released in April. To initiate the process, a written memorandum from the candidate indicating the desire to be considered for promotion and/or tenure should be provided to the Department Head by April 1. It is important that the candidate create a dossier adherent to requirements from the Provost's office. Not providing the information requested and not adhering to the guidelines could delay the review process and may lead to delay in promotion. In general, faculty undergoing mandatory review for promotion to associate professor and tenure are to be evaluated during their sixth year of employment, with promotion or notification of release occurring at the beginning of the next fiscal year. Any exception should be stated in the employment contract or in formal requests for tenure clock delays or early review.

## **Committee on Faculty Status**

The Department's Committee on Faculty Status is responsible for evaluating faculty for promotion and/or tenure. The Department Head appoints the Committee at the beginning of each academic year. This Committee consists of at least three tenured faculty members representing the academic ranks of associate professor and professor. The chairperson of the Committee shall be

appointed annually by the Head of the Department. In cases where a candidate is being considered for promotion to full professor, the evaluation Committee will consist of only tenured full professors. The Committee will generally conduct its review of the candidate during August and September. The recommendation of the committee is provided to the Department Head by October 1<sup>st</sup>. The committee's recommendation, along with the Department Head's recommendation, is transmitted to the Dean by October 15th.

### **Formal Assessment on Progress Toward Promotion and Tenure and Continuing Status for Tenure-Track Faculty**

Annual performance reviews of all tenure-track faculty (with or without tenure) will be conducted by the Department Head and a department peer-review committee of faculty members selected by department vote and will include a component discussing the candidate's progress toward Promotion and Tenure. For candidate's whose progress in any area is not satisfactory, a written plan must be developed by the candidate in consultation with the Department Head within 120 days of the annual performance review with guidelines for improvement and for integration into subsequent annual reviews until the plan is completed. This plan must be submitted with the results of the progress toward Promotion and Tenure.

All tenure-track faculty who have not achieved tenure will undergo a third-year review on progress toward tenure which includes the "Progress to Tenure Dossier." The third-year review is conducted by the Departmental Faculty Status Committee (this is different from the annual peer review committee which conducts the annual performance review based on the annual performance review documents) and the Department Head. The third-year review is a formal process that requires both Departmental and College Faculty Status Committee assessment. This review represents a "dress-rehearsal" for the mandatory six-year review and should provide a good indication of the candidate's progress in meeting the requirements for promotion and/or tenure. The Faculty Status Committee will use the Department's Promotion and Tenure guidelines to describe and assess the candidate's progress in a report to the Department Head. Participation in the annual Promotion and Tenure component is limited to those faculty holding rank superior to the rank of the candidate.

### **Promotion and Tenure Review Procedure**

A tenure-eligible assistant professor may be recommended for promotion, for nonrenewal, or for other changes in status after annual performance reviews in any year up to the sixth year of tenure-eligible service, or a subsequent year if a delay in the pre-tenure period has been granted. If individuals are initially appointed as tenure-eligible associate professors at the University, and they have not served at another educational institution in the rank of assistant or associate professor, they will be governed by the same time schedule for notification of renewal, promotion, or tenure decisions as assistant professors. The Provost has the sole authority to grant requests to extend the promotion clock for tenure-eligible faculty based upon good cause shown for either personal or professional reasons.

An associate professor with tenure may go up for promotion to the rank of professor at any time. Promotion is not required as a condition of continued employment for associate professors. If the faculty member's department head does not recommend the faculty member

for promotion to tenured full professor before the end of the fifth year of service in the rank of tenured associate professor at the University, his or her immediate department head should notify the faculty member in writing of the right to be reviewed during the sixth year for promotion to tenured full professor.

At the beginning of each academic year, the Department Head shall provide the Department's Faculty Status Committee chairperson with a list of names of faculty who are to be reviewed for promotion and/or tenure. An individual faculty member wishing to be considered for promotion during the following academic year should notify the Department Head of such a request in writing by April 1. In turn, each faculty member to be reviewed shall be notified by the Department Head, in writing, of his/her scheduled review. Each faculty member shall be reminded of the University and College of Pharmacy policy and guidelines for promotion and/or tenure. She/he shall be given a deadline for submitting to the Department Head documentation (the candidate's dossier) supporting creative and effective performance in teaching, service, and research. The candidate is encouraged to attend the Provost's office Annual Workshop (Instructions on the Process and Preparation of Dossiers for Promotion and Tenure and Continuing Status and Promotion), which is held each year in mid-April.

The faculty member may submit a list of at least three prominent individuals outside of the University who would be able to provide a competent and fair review of the individual being considered for promotion. The Department Head will also choose at least three prominent individuals outside the University who would be able to provide a competent and fair review of the individual being considered for promotion. At least half the final group of outside evaluators must consist of individuals identified by the Department Head. The Department Head will distribute the candidate's dossier to the outside evaluators with a request for review. Upon completion of their evaluation, the outside evaluators will send a letter of their evaluation of the candidate's dossier to the Department Head. The Department Head will add the outside evaluators' letters to the candidate's dossier and then submit the candidate's dossier to the Department Faculty Status Committee. It is inappropriate to have external reviewers who have collaborated with the candidate in order to obtain an unbiased, independent review. The faculty member should refer to documents made available from the Provost's office (*e.g.*, "Guide to the Promotion Process").

In promotion or tenure matters the committees shall be so constituted that recommendations shall be made only by faculty members holding rank superior to the rank of the candidate being considered, except in the case of full professors where the committee members shall each be a full professor. Normally standing committees shall meet without the administrator whom they advise.

Once the candidate's dossier is received, the Department Committee members will review the dossier and external letters and then meet in one or more closed sessions. A written ballot will be taken and the results will accompany the written report of the deliberations and the decision of the Committee with regard to promotion and/or tenure. This evaluation will then be submitted to the Department Head. A minority viewpoint will accompany the Committee report if the decision is not unanimous. The Department Head will review the reports and forward a memorandum containing his/her own recommendation to the Dean of the College of Pharmacy. The candidate's dossier and the Departmental Faculty Status Committee's report will be forwarded to the Dean. The Dean will then forward the candidate's dossier to the College Faculty Status Committee who

will review the dossier. The College Faculty Status Committee will return the candidate's dossier along with their report to the Dean. The Dean provides his/her assessment and the candidate's dossier to the Provost who will forward the dossier to the University Committee for their review. The University Committee will submit their review and the dossier back to the Provost for his/her decision. The Board of Regents then approves/denies all promotion and tenure decisions.

### **Review for Retention of Tenure Eligible Faculty – Third Year Review**

University policy requires that tenure-eligible assistant and associate professors must undergo a three-year review prior to the required promotion and tenure review in the sixth year. Each year, the Department Head will notify those faculty who will undergo the three-year review according to University guidelines. The dossier must include all the elements of the six-year review with the possible exception of outside letters. Departments may seek additional assessments from outside the department and/or University regarding a candidate's professional accomplishments, stature as viewed by peers, and scholarly potential. The three-year review becomes, in effect, a "dress rehearsal" for the six-year review. The purpose of this review is to provide feedback to the individual faculty member as to progress being made in obtaining promotion and tenure. The third-year review is conducted by the appointed Department Faculty Status Committee and the Department Head, and the Department Faculty Status Committee will provide a written report to the Department Head. The Department Head will then provide the faculty member with the written results of the evaluation, spelling out strengths and weaknesses in making progress toward promotion and tenure. The review and recommendation are then forwarded to the College Faculty Status Committee for deliberation and then on to the Dean. If the results of the three-year review warrant the need for an interim review prior to the mandatory year, the Department Head or Dean or College Faculty Status Committee may request an additional four or five-year review. If the results of the three-year or any subsequent probationary review are negative, the file must proceed through the regular Promotion and Tenure process to the Provost's office as described in UHAP policy.

### **Criteria for Promotion and Tenure**

The quality of scholarship/research, teaching and service are the traditional areas in which an academic is evaluated for consideration for promotion and tenure. Faculty members in the Department of Pharmacy Practice and Science are appointed and promoted on the basis of their achievement and standing in each of these areas. Below is a more detailed discussion of criteria for promotion.

#### Scholarship/Research

In the broadest sense, scholarly/research activity describes the organized scientific pursuit of new knowledge. One significant quantifiable endpoint for evaluating progress in scholarly/research activity is the subsequent publication of original results. The key criteria for acceptability should include:

1. Scholarly and/or research publications (indicate if peer-reviewed).
  - a. Manuscripts reporting the results of original research and published in refereed,

peer-reviewed journals of high quality and appropriate for the discipline.

2. Publication of original, high quality research is the primary criterion (see number 1a), however, the following refereed publications might constitute some of the types of acceptable research/scholarly activities:

a. Case report or case series with extensive follow-up on patient monitoring or assessment by the authors that makes a unique and significant contribution to the literature

b. In-depth, critical reviews of a wide body of knowledge published in a journal predominantly devoted to primary publications as described above.

c. Books, book chapters, reviews, monographs, bulletins, articles in professional publications (ideally peer-reviewed), research reports to sponsors, accepted manuscripts, research notes and bulletins, editorials, book reviews.

d. Presentations, posters, abstracts and/or symposia if published and meeting the spirit of the criteria of a primary publication and those above with the goal of taking abstracts to full article publication.

3. Membership on journal editorial boards, reviewing publications or granting agencies that review grant applications for funding.

4. Funded projects, grants, commissions and contracts (include source, dates, title and amount) completed or in progress, with an indication of the candidate's role in preparing and administering grants and contracts.

5. Presentation of research papers before technical and professional meetings. Applicants should distinguish between invited and submitted presentations.

6. Other evidence of research or creative accomplishments as appropriate (*e.g.*, patents, new product development, etc.).

7. Record of participation in and description of seminars and workshops (including short descriptions of activity, with titles, dates and sponsor); indication of role in seminar or workshop (*i.e.* leader, participant).

8. Description of outreach or other activities in which there was significant use of candidate's expertise related to scholarship (*e.g.*, consultant, journal editor, reviewer for refereed journal, peer reviewer of grants, speaker, service to government agencies, professional and industrial associations, educational institutions).

9. Description of new computer software, video or multimedia programs developed pertaining to creation of new knowledge.

10. List of honors or awards for scholarship.

11. Application of research scholarship in the field, including new applications developed and tested; new or enhanced systems and procedures demonstrated or evaluated for government agencies, professional and industrial associations, or educational institutions.
12. Technology transferred or adapted in the field.
13. Other evidence of impact on society of scholarship/research and creative accomplishments.
14. Evidence of professional, graduate and post-doctoral students' scholarly achievements (*e.g.* publications, awards, grants).

There is no minimum number of publications per year that guarantees promotion and/or tenure. Quality is the primary criterion. However, the Department's general feeling is that an average of three major publications per year (peer reviewed) is considered necessary for promotion and/or tenure commensurate with a workload assignment of 40 to 70% research. The scope of the research activity is considered alone with the impact of the publication in the field. External reviewers play a prominent role in establishing the importance of the candidates scholarly contributions. Emphasis on scholarship is always given to the quality of the work and its impact on the field.

Regarding the generation of extramural funding, faculty members are expected to obtain the necessary financial support to develop an independent, high quality research program resulting in scholarly publications. Such support is expected to cover the costs of personnel including graduate students, post-doctoral students and technical staff. Successful grantsmanship is evaluated at all levels and is viewed as a necessary part of the scholarship category. Funded research includes all types of extramural funds including government and private grants, contracts, and industry sponsored research projects. In essence, the candidate should be able to demonstrate ability to personally attract extramural research funding, as defined above, during the review period. There should also be an indication of the likelihood of continued, long-term funding to support their research program.

Faculty participation in other formal scholarly/research activities should be considered either as a service or a research function. Evidence of involvement in either type of function should be present at the time of the review. Such evidence might include serving on thesis and dissertation committees or advising students/residents/fellows in independent research projects. Primary scientific papers generated from these arrangements serve as separate evidence of involvement. Thus, at the time of review, faculty members should prepare a list of all formal and informal research arrangements indicating the extent of personal involvement in the project and any papers or manuscripts resulting from it. While collaborative research activities are always encouraged, the contribution of the faculty member to those research efforts should be very clear. This is especially true if the faculty members has collaborations with more senior investigators.

## Teaching

All faculty members are expected to have teaching responsibilities and to actively participate in those efforts. Teaching is expected to occur at several levels, including professional and post-graduate education (*i.e.*, graduate students, residents, and fellows). The requisites of teaching effectively include: intellectual competence (a thorough knowledge of the material being presented), an ability to organize and present complex information, enthusiasm, ability to arouse interest in course content, and ability to relate practice experience to course content. Effectiveness in teaching is reflected by student learning and improvements in the learning environment and curriculum. Evidence of teaching effectiveness may include, but is not limited to, any combination of the items listed below. In joint instructional endeavors, the evidence should specify the extent of the individual faculty member's contributions.

1. Honors or special recognitions for teaching accomplishments.
2. Development or significant revision of programs and courses.
  - a. Preparation of innovative teaching materials, instructional techniques, curricula or programs of study.
  - b. Collaborative work on interdisciplinary courses, programs and curriculum within the University or across institutions.
  - c. Collects and evaluates data from students and colleagues regarding his/her own strengths and weaknesses for improvement of teaching.
  - d. Develops and evaluates techniques of instruction.
  - e. Develops and utilizes new tools for student and peer evaluation of his/her own teaching, and applies findings for improvement of teaching.
  - f. Attends teaching seminars/courses to improve teaching quality.
3. Effectiveness shown by student evaluations and accomplishments.
  - a. A list of courses and information from student questionnaires designed to reflect teaching effectiveness and creativity.
  - b. Representative student comments that attest to a teacher's abilities to arouse student interest and to stimulate their work.
  - c. Evaluation by students being trained in clinical, laboratory, or field (*e.g.*, clinical) activities.
  - d. Letters of evaluation from former students attesting to the candidate's instructional performance both within the traditional classroom setting and beyond it.
  - e. Performance of students on uniform examinations or in standardized courses.

f. Accomplishments of the teacher's present and former students, including information to show the students' success both in learning the subject matter of the discipline and in pursuing it to a point of intellectual significance.

g. Effective direction of graduate/professional study including theses and dissertations.

h. Evidence of students coming from other institutions especially to study with the teacher.

i. Successful direction of individual student work such as independent studies, special student projects and student seminars.

j. Evidence of effective advising of students.

k. Documentation considered helpful for evaluation of teaching:

Teaching load report

Course objectives

Course syllabus

Titles of textbooks and recommended references

Patient case studies or discussion group materials

Examinations and quizzes

Student course evaluation(s)

Peer classroom observations

Self-assessment report

Participation in graduate or postgraduate teaching or training

4. Effectiveness shown by peer evaluation of expertise in instruction.

a. Peer evaluations by colleagues/supervisors who are familiar with the candidate's teaching, have team-taught with the candidate, used instructional materials designed by the candidate, or have taught the candidate's students in subsequent courses.

b. Selection for teaching special courses and programs.

c. Participation in special teaching activities outside the University, including international assignments, special lectureships, panel presentations, seminar participation and international study and development projects.

d. Membership on special bodies concerned with teaching, such as accreditation teams and special commissions.

e. Invitations to testify before academic or governmental groups concerned with educational programs.

5. Publication activities related to teaching.

- a. Textbooks, published lecture notes, abstracts, articles or reviews that reflect a candidate's teaching contributions and scholarship.
- b. Adoption (especially repeated adoption) of a candidate's textbooks for courses in which the authors are not instructors, and are in compliance with UA conflict of interest.
- c. Presentation of papers on teaching before learned societies.

6. Grants related to instruction.

- a. Receipt of competitive grants/contracts to fund innovative teaching activities or
- b. To fund stipends for membership on panels to judge proposals for teaching grants/contracts programs.

7. Election to offices, committee activities and other important services to professional associations and learned societies including editorial work and peer review related to teaching.

8. Departmental and institutional governance and academic policy and procedure development as related to teaching.

9. Successful integration of teaching and research or teaching and service in ways that benefit students.

10. Utilization of strategies to improve effectiveness in teaching:

- a. Communicates effectively with students and colleagues.
- b. Prepares in advance for classroom and clinical content.
- c. Assists student(s) with transfer, utilization, and synthesis of previous knowledge.
- d. Shares teaching load (*e.g.*, formal classes, seminars, and students in clinical area).
- e. Provides environment conducive to effective teaching and learning.
- f. Utilizes various teaching methods and assignments to encourage students' growth toward course goals.
- g. Recognizes his/her own limitations and seeks consultation when needed.

11. Participates as preceptor to graduate students, residents, and postdoctoral fellows where appropriate.

12. Develops expertise in specific areas as evidenced by requests for participation in professional and scholarly activities.

The Committee needs as many criteria as are available to make a fair and accurate evaluation since no single criterion can be an adequate indicator of level of performance; therefore, as many documented criteria as possible should be submitted by the applicant for review.

### Service

Service to the University includes, but is not limited to, participating in Departmental, College and/or University committee work and/or governance; contributing to administrative support work (such as serving as a College representative on a major University committee or task force); developing, implementing or managing academic programs or projects.

Service to the profession or scientific field includes, but is not limited to, offices held and committee assignments performed for professional associations and learned societies; development and organization of professional conferences; editorships and the review of manuscripts in professional association and learned societies publications; and review of grant applications.

Evidence of the effectiveness of service to society, the University and the profession includes, but is not limited to, the sources listed below. In joint endeavors, the extent of individual faculty member's contributions should be identified.

#### 1. University and Public Service

- a. Service on Department, College of Pharmacy, institutional, and University committees involving student, faculty, curriculum, and administrative decisions.
- b. University governance bodies and related activities.
- c. Contribution to continuing education programs and guest lectures to professional groups and civic groups.
- d. Involvement with Departmental administration in activities such as course coordination, supervision of faculty and/or non-faculty personnel, source evaluation or implementing methods to improve instruction.
- e. Professional and learned societies, including election to offices, committee activities, editorial work, peer review and other important service.
- f. Development, implementation or management of academic programs, projects or study-abroad initiatives.
- g. Development and organization of professional conferences.
- h. Reviewing grant applications.
- i. Editing and reviewing of manuscripts for professional association and learned societies' publications.

j. Service on research review panels at state and national level.

## 2. Clinical Service

a. Responsibility for developing innovative roles for the pharmacist in a patient care setting and be a visible role model for professional and graduate students, residents, and fellows.

b. Written and verbal communications to other health care professionals. A representative sample of these communications shall be made available on request.

c. Maintenance of a competency level by reading and evaluating the scientific and professional journals, and attendance at meetings and conferences.

d. Involvement in creative activities such as new methods in service delivery and design.

e. Demonstrated direct influence on patient care.

## 3. Honors, awards and special recognition for service activities.

## 4. Program and project development and other creative activities.

a. Overview of needs assessment, and the objectives, methods and target audience. Description of selected activities and/or products that are most illustrative of the candidate's contribution to the program.

b. Description of how the program is compatible with Department, College, and University missions, and how the activities complement the teaching and research missions of the Department, College, and/or University.

c. Description of the role of the candidate's professional expertise in the design and implementation of the program. Did the activities demonstrate or test the applicability of the candidate's discipline to societal/human problems, require integration with other disciplines and/or generate new knowledge for the discipline and/or audience? How was this knowledge communicated to broader audiences? Has the program led to increased recognition of the candidate's professional expertise by external audiences?

d. Description of impact. Identification of the direct and indirect beneficiaries. What actions did the intended audience take as a result of this work? Both quantitative evidence (*e.g.*, changes in test scores, increased production or widespread adoption of a product or technique) and qualitative evidence (*e.g.*, testimonials from clients, reviews by knowledgeable scholars/critics) should be included.

## 5. Service-based instructional activities.

a. Listing of the title or subject of each distinct course or presentation, the type (*e.g.*,

curriculum, course, workshop), the duration, the candidate's role in creating each, the target audience and the method of reaching the audience (*e.g.*, conference presentation, site visit).

b. Description of impact. Identification of the direct and indirect beneficiaries. What actions did the intended audience take as a result of this work? Both quantitative and qualitative evidence should be included.

#### 6. Consultation and technical assistance.

a. Listing of each type of assistance, the clientele, the contribution and the number of times provided.

b. Description of impact. Identification of the direct and indirect beneficiaries. What actions did the intended audience take as a result of this work? Both quantitative and qualitative evidence should be included.

#### 7. Applied research.

a. Listing of publications relating to service to society including books, book chapters, articles and scholarly papers (indicate if peer-reviewed).

b. Quality and impact of written documents produced, including knowledge integration, creative solutions, technical manuals or other outcomes of applied research as evaluated by clientele and peers.

#### 8. Copyrights, patents and inventions related to service activities.

#### 9. Contracts, grants and gifts related to service activities.

#### 10. Other service activities.

a. Selection for special service activities outside the state or nation.

b. Securing competitive grants and contracts to finance development and delivery of service innovations.

c. Requests by individuals from outside the state or nation to study the candidate's work and innovations.

d. Development of patents or instruments useful in solving important problems.

e. Performance of clinical activities in veterinary hospitals, psychology clinics, reading clinics, clinical pharmacy sites, special education clinics and other clinical settings.

## Appendix A: Criteria for promotion to [Rank/Title and Tenure or Continuing Status]

Candidates for [tenure or continuing status] must also meet the criteria for rank at which [tenure or continuing status] is sought

	Rank Sought	
	Associate Professor	Professor
Teaching	<p>Contributes to Department's teaching load including the professional degree program (Pharm.D.) and post-graduate education; <i>i.e.</i>, fellows, graduate students, or residents. Collects and evaluates data from students and peers to improve teaching performance. Utilizes various teaching methods, materials, and assessment procedures to foster student learning and participates in student advising. Prepares in advance and continually updates teaching materials. Teaching effectiveness will be documented according to three major criteria: quality of teaching, quantity of teaching and innovative aspects of teaching. Receives positive student evaluations.</p>	<p>Provides leadership in Department's teaching load and academic program and supports the activities of junior colleagues. Receives recognition as a teacher through awards or other documentation. Significantly contributes to professional degree (Pharm.D.) program and post-graduate education, <i>i.e.</i>, supervises fellows, graduate students, or residents and serves on student committees. Provides evidence of course revision and/or development. Receives positive student and peer teaching evaluation with a record of student advising. Outstanding record of teaching effectiveness as documented according to three major criteria: quality of teaching, quantity of teaching and innovative aspects of teaching.</p>
Research and Scholarly Activities	<p>Engages in quality original scholarly/research activity as evidenced by publication in recognized refereed journals and presentation at peer-reviewed forums. Demonstrates the ability to independently plan, organize, direct, and sustain research activities in one or more areas of expertise. Potential of national recognition of current and future activities must exist as demonstrated by standing in the field. Solicits and demonstrates ability to attract extramural funding for scholarly pursuits to support research program and mentoring of students. Additional signs of the establishment of independence should be evident. Collaborative and inter-disciplinary scholarly activities are encouraged with a clear indication of the faculty member's contribution to those efforts.</p>	<p>Demonstrates outstanding, independent and mature scholarship as evidenced through sustained publication and presentation activities over a period of years. Establish and maintain a coherent line of inquiry. Provides evidence of peer-recognition at national and international levels for scholarly contributions. Demonstrates success in obtaining sustained extramural research funding. Involves students in research activities. Has contributed to collaborative and inter-disciplinary scholarly programs.</p>
Service	<p>Contributes to Department, College and University committees and special service activities. Serves the professional and scientific communities by service to those organizations and to journals and granting agencies. Contributes to continuing education programs, professional and/or civic groups. If appropriate, provides clinical service <i>via</i> the provision of pharmaceutical care or other type of pharmacy practice.</p>	<p>Provides leadership in Department through service as committee chair and/or outstanding sustained service to committees. Contributes actively to College and University committees. Serves the professional and scientific communities through outstanding and continued service to those organizations as well as to journals and granting agencies. Provides evidence of service having national and international impact. If appropriate, provides clinical service <i>via</i> the sustained provision of pharmaceutical care or other type of pharmacy practice.</p>