I. INTRODUCTORY STATEMENT
This document describes the specific criteria and standards which will be used to evaluate whether faculty meet the general criteria for promotion on the contract faculty track in category 2a of the personnel plan holding K or J appointment types. Contract faculty appointments are annually renewable and are not in the tenure stream. Criteria and standards described in these Guidelines are used for appointment at all ranks and for promotion of faculty on the contract faculty track. The College of Pharmacy’s Contract Faculty Guidelines also define the criteria for annual review of contract faculty at all ranks, and where appropriate, post-promotion review.

This document contains Criteria and Standards pertaining to:
1. Criteria and Standards for Promotion in Rank and Rank at Appointment
2. Process for the Annual Faculty Review

These criteria, standards, and procedures are applied without regard to race, religion, color, gender, national origin, disability, age, veteran status, or sexual orientation.

The Contract Guidelines statement have been reviewed and approved by College of Pharmacy voting faculty and by the Dean of the College of Pharmacy.

II. MISSION STATEMENT
The mission of the College of Pharmacy is to inspire and educate current and future pharmacists and scientists, engage in cutting-edge research and lead practice development to improve the health of the people of Minnesota and the world.

III. CRITERIA AND STANDARDS FOR APPOINTMENT AND PROMOTION IN RANK
Excellence in teaching, research, service, clinical practice or administration are meaningful parameters for contract faculty and should form the basis of scholarship for academic promotion. Although a balance among these functions is desirable, it is recognized that a contract faculty member MUST be evaluated on the contributions specific to their effort distribution as defined by the initial hire letter and as modified by the Department Head.

The definition of scholarship must be sufficiently broad to reflect the dynamic nature of pharmacy education, clinical practice, or research. While traditional measures include publications, grants, or teaching materials, academic products may also be non-traditional. Scholarship may be focused on laboratory endeavors, practice innovations, clinical investigations, teaching and learning, analysis and synthesis of clinical observations, and practice development. Ultimately, all forms of scholarship as defined by Earnest Boyer in Scholarship Reconsidered 1 (scholarship of discovery, integration, application, and teaching) are valued.

While this document is intended to recognize broad forms of scholarship, it also seeks to create the framework within how these endeavors shall be evaluated. Evaluation of quality in
scholarship should include clear goals, adequate preparation, appropriate methods, meaningful results, effective communication, and a reflective critique. Working within these categories and this framework, it is noted that scholarly accomplishments that demonstrate synergy or integration of teaching, research, clinical practice, or service are strongly encouraged.

Careful consideration is given to the quality, quantity, and originality of the scholarship and to the overall level of academic productivity. Demonstrating scholarship requires measurable, well-documented productivity distinguished by qualities of creativity, innovation or impact. Contributions to collaborative or independent scholarly endeavors are both valued and required for promotion.

Teaching, research, service, clinical practice or administration must demonstrate scholarly components. Service or administration alone cannot qualify the candidate for promotion; however service or administration will proportionately compensate for reduced contributions in teaching, research, and practice. A candidate’s record must still provide evidence of effectiveness as a teacher, scholar and/or practitioner.

Joint Appointments
If a faculty member has a joint appointment in another department and is being considered for promotion, the primary department will contact the other department(s) to obtain their assessment and record of the vote on the proposed promotion.

IV. ANNUAL REVIEW OF CONTRACT FACULTY

1. Process
All contract faculty, at all ranks, will undergo an annual review. It is the responsibility of each contract faculty to document their accomplishments in the faculty activity report and related documents. Annually, each department head reviews the progress of each faculty member, prepares a written summary of that review, discusses the faculty member’s progress toward promotion with that faculty member, and provides them with a copy of the report. All contract faculty shall have a primary department home and the annual review will be conducted by the corresponding department head. A department head may designate an associate department head or, with permission of the dean, another designated surrogate to perform the annual review of contract faculty.

The department head and departmental faculty (if applicable) will meet annually to review and discuss the performance of contract faculty, relative to the Departmental Guidelines. This meeting will constitute the faculty member’s annual review for merit, compensation, and performance relative to the goals and expectations for contract faculty. The department head will conduct this annual review in accordance with the requirements and criteria for such reviews as approved by the faculty, the College and the University.

2. Criteria
The criteria for satisfactory performance for the annual review are the same as those for the appropriate rank, as defined in the Guidelines.

3. Below Standard Performance
If the department head concludes that a faculty member’s performance is substantially below the goals and expectations of the unit, the case will be referred to the department or, if available,
promotion and tenure review (P&T) committee within the department. The department or P&T committee will provide a constructive review and define specific plans for any needed performance improvement. If the department head and majority of the department or P&T committee agree that the faculty member's performance is substantially below goals and expectations, the department head shall advise the Dean of the results of the performance evaluation.

Consistent with Appendix B of the University of Minnesota's Administrative Policy: Academic Appointments with Teaching Function, revised 2007 (http://www.policy.umn.edu/prod/groups/president/@pub/@policy/@hr/documents/policy/teaching_appb.pdf), where a non-tenure track faculty member’s contract is not going to be renewed:

a. Non-tenure faculty in the first year of an academic appointment at UM must be provided one-month notice;

b. Non-tenure faculty with 2 to 5 years of academic employment at UM must be provided 3-month notice;

c. Non-tenure faculty with 6 to 10 years of academic employment at UM must be provided with 6-month notice; and

d. Non-tenure track faculty in their 11th year or more of academic employment at UM must be provided with 12-month notice.

V. PERIODIC CAREER REVIEW

All College of Pharmacy contract faculty (Assistant and Associate Professor) will be eligible for an optional periodic career review within their department, providing an in depth assessment across a five year period for their progress toward promotion. The intent of this review will be to provide support and guidance for the faculty member to facilitate progress towards promotion.

VI. PROCEDURES FOR PROMOTION

1. Process

a. Contract faculty seeking promotion will prepare a dossier of their teaching, research and scholarship activity, and service accomplishments (including clinical practice, if applicable). This dossier should be submitted in accordance with existing College of Pharmacy procedures and timelines for review of promotion. The faculty member’s promotion dossier will be made available to all department faculty who are at, or above, the promotion rank being sought.

b. A minimum of four external academic peers, with expertise in the candidate’s area and holding an academic rank higher than the candidate (if applicable), will be selected. These external reviewers will assess the candidate’s work for scholarly rigor, creativity, originality, or quality according to the criteria contained in the following sections of these Guidelines and the corresponding Departmental Guidelines. The external reviewers must be external to the University of Minnesota and its affiliated institutions and must have no close personal or professional relationship with the candidate. The candidate and the department head shall each make a list of possible reviewers. Invitations to provide a review shall be extended by the department head. External reviewers shall review the entire dossier and provide written comments regarding whether or not the faculty member has met the specified criteria for promotion in rank.

c. The faculty of a department, or a designated department committee, comprised of tenured faculty and non-tenure faculty holding a rank at, or above the rank being sought by the
candidate, will conduct a review of the contract faculty member being considered for promotion in rank. The department and/or committee will evaluate the candidate’s dossier according to the criteria in the following sections of these Guidelines and the corresponding Departmental Guidelines, including the evaluations from external reviewers when available. The department and/or committee will vote on recommendation for promotion. The outcome of the vote will be recorded and forwarded to the department head, along with a summary of the department and/or committees’ review of the candidate’s dossier.

d. Promotion in the College of Pharmacy requires a vote by eligible voting faculty members at the department level on the question to affirmatively recommend for promotion. All tenured and contract faculty holding appropriate appointment and rank are eligible to vote on recommendations for promotion of candidates in the contract faculty track.

e. The department head will conduct an independent review of the candidate’s dossier and external reviews and will prepare a written summary, including the outcome of the vote by the department and/or committee. The department head will forward his/her recommendation along with the department committee recommendations to the College Review Committee (CRC) of the College of Pharmacy’s Faculty Consultative Committee (FCC).

f. The CRC will then convene to review contract faculty dossiers and to vote upon whether or not the faculty member has met the criteria for promotion in rank. The CRC chairperson will prepare a written summary including the results of the CRC vote and shall provide a recommendation on the candidate’s promotion to the Dean of the College of Pharmacy. The CRC process for promotion will be the same for all departments in the College of Pharmacy.

g. The CRC will review the candidate’s dossier and summaries from the department committee and department head to ensure that the dossier was reviewed in accordance with the procedures outlined in this document and to examine the merits of the decision (consistent with Board of Regents Administrative Policy concerning “Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty” II.G.4. Criteria, standards, and process for second-level review of the unit recommendation).

h. The recommendations from all levels of review will be forwarded to the Dean of the College of Pharmacy for final approval.

2. **Denial of Promotion**

Denial of promotion means that the criteria for promotion and expectations for professional growth have not been met. This does not necessarily mean that the candidate has failed to meet the expectations for performance of their appointment. Contract faculty may reapply for promotion at a future date.

**VII. PROCESS FOR UPDATING THIS STATEMENT**

Departments will review their Departmental Guidelines every five years, or more frequently if needed. The College of Pharmacy will review these contract faculty Guidelines at least every five years or more frequently if needed. Revisions will be made by the FCC and presented to each department for comment, and then to the College Assembly for review and approval.
I. INTRODUCTORY STATEMENT

This statement describes the specific criteria and standards which will be used to evaluate whether contract faculty in the Department meet criteria for appointment and promotion. This document contains the Department’s criteria and standards for:

- Appointment to a faculty position
- Annual review
- Periodic career review
- Promotion from Assistant to Associate Professor, and
- Promotion from Associate to Full Professor.

These criteria, standards, and procedures are applied without regard to race, religion, color, gender, national origin, disability, age, veteran status, or sexual orientation.

II. MISSION STATEMENT

Our mission is to advance the practice of pharmaceutical care and its role in the health care system for the benefit of patients and society through professional, graduate, and post-graduate education, research and service.

III. GENERAL DESCRIPTION

Excellence in teaching, research, service, clinical practice or administration are meaningful parameters for contract faculty and should form the basis of scholarship for academic promotion. Although a balance among these functions is desirable, it is recognized that a contract faculty member MUST be evaluated on the contributions specific to their effort distribution as defined by the initial hire letter and as modified by the Department Head.

The definition of scholarship must be sufficiently broad to reflect the dynamic nature of pharmacy education, clinical practice, or research. While traditional measures include publications, grants, or teaching materials, academic products may also be non-traditional. Scholarship may be focused on laboratory endeavors, practice innovations, clinical investigations, teaching and learning, analysis and synthesis of clinical observations, and practice development. Ultimately, all forms of scholarship as defined by Earnest Boyer in *Scholarship Reconsidered*¹ (scholarship of discovery, integration, application, and teaching) are valued.

While this document is intended to recognize broad forms of scholarship, it also seeks to create the framework within how these endeavors shall be evaluated. Evaluation of quality in scholarship should include clear goals, adequate preparation, appropriate methods, meaningful results, effective communication, and a reflective critique.² Working within these categories and
framework, it is noted that scholarly accomplishments that demonstrate synergy or integration of
teaching, research, clinical practice, or service are strongly encouraged.

Careful consideration is given to the quality, quantity, and originality of the scholarship and to
the overall level of academic productivity. Demonstrating scholarship requires measurable, well-
documented productivity distinguished by qualities of creativity, innovation or impact.
Contributions to collaborative or independent scholarly endeavors are both valued and required
for promotion.

Teaching, research, service, clinical practice or administration must demonstrate scholarly
components. Service or administration alone cannot qualify the candidate for promotion;
however service or administration will proportionately compensate for reduced contributions in
teaching, research, and practice. A candidate’s record must still provide evidence of
effectiveness as a teacher, scholar and/or practitioner.

IV. SPECIFIC CRITERIA

A. Effectiveness as a Teacher

Teaching

The requisites for effectiveness of a teacher include intellectual competence, integrity,
independence, leadership, collaboration, enthusiasm, a spirit of scholarly inquiry, and a
continuous increase in knowledge of the subject taught. Effective teachers have an ability to
effectively arouse curiosity in students, develop relevant knowledge, skills and values in maturing
learners, and prepare advanced learners/graduates for a commitment to life-long learning that
supports excellence as a clinician or scientist.

Quantity and type of teaching is highly variable (i.e. didactic, experiential, continuing education,
mentoring, advising) for contract faculty. Evidence of high-quality contributions to teaching of
undergraduate, graduate or post-graduate students is required. This may be documented by
formal peer review of educational contributions in the following three areas:

a. Effectiveness in teaching examples:
   - Learner evaluations
   - Documented peer/committee evaluation of classroom teaching or instructional materials:
     o Classroom teaching observations
     o Course syllabi, objectives, reading/homework assignments, classroom materials
     o Teaching methods
     o Exams
     o On-line material
   - Letters of support from peers
     o Opinions of other faculty members knowledgeable in the candidate’s field; this can be
       based on classroom visits, attendance at public lectures, or lectures for professional
       societies given by the candidate
   - Teaching awards
   - Evaluations of advising performance
   - Developing a student, resident, or fellowship program curriculum
b. **Engagement in instructional design:**

This may include the development or enhancement of existing courses, experiential learning activities, lab exercises or experiences, or assessment strategies. Documentation of performance should highlight innovations/creativity in teaching, leadership through administrative responsibility for courses and contributions to course/curriculum development.

c. **Mentorship of trainees:**

This includes the training/mentoring of undergraduate/professional students, residents, post-doctoral fellows, or graduate students, in clinical practice, teaching, or research activities.

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**B. Effectiveness as a Scholar**

**Research/Scholarship**

Demonstrating scholarship requires measurable, well-documented productivity. The definition of scholarship must be sufficiently broad to reflect the dynamic nature of pharmacy education and clinical practice. While traditional measures include such things as publications, grants or teaching materials, academic products may also be non-traditional. Careful consideration is given to the quality, quantity, or originality of the scholarship and to the overall level of academic productivity. Contract faculty must demonstrate significant contribution to either collaborative or independent scholarly endeavors. Research activities and scholarship may include laboratory endeavors, clinical investigations, teaching and learning, analysis and synthesis of clinical observations, practice development experience, or health system policy and management activities. Evidence may be based upon, but is not limited to, the following types of activities:

a. **Scientific and professional publications or communications that are characterized as scholarly and of high quality and significance.**

   - Documentation of substantial contributions in independent or multi-collaborator research or scholarly publications or communications;
   - Statements of peer evaluators on the creativity or significance of the candidate's contributions to independent or multi-collaborator research or scholarly communications; or
   - Scholarly or research communications may include, but are not limited to, journal articles (peer-reviewed and non-peer-reviewed), other professional publications, and communication and dissemination of scholarly work through abstracts, posters, newsletters, proceedings, white papers, and other forms of dissemination.

b. **Peer-reviewed research and scholarly work evaluated by governmental funding agencies, foundations, industry sponsors, internal university bodies, and other sources which sponsor or evaluate research and scholarly activities through a peer-review process;**

   - Serving as a collaborator or principal investigator on peer-reviewed research or scholarly grants, contracts, or projects;
   - Contribution to interdisciplinary or collaborative peer-reviewed research or scholarly grants, contracts or projects; or

c. **Invited lectureships;**

d. **Awards or peer recognition for scholarly activities;**

e. **Peer recognition for leadership in development of clinical, new methods of patient care, or other programs; or**

f. **Elected membership or leadership in prestigious professional societies.**
C. Effectiveness as a Clinical Practitioner

Clinical or professional practice (if applicable)
Faculty members who maintain patient care responsibilities should be actively engaged in or progressing towards a quality pharmacy practice while serving as a positive role model for learners and other licensed health professionals. Faculty engaged in professional practice should demonstrate that their practice provides high quality patient care that delivers value to patients and is respected by their peers, interprofessional partners and patients. The practice should also serve as an education rich environment for pharmacy students and other health care learners.

Clinical service activities should be evaluated for evidence of clinical effectiveness, leadership, collaboration, and the development or utilization of new approaches for patient care processes that enhance care quality and access and support the training of pharmacists and other health professionals. Effectiveness is recognized by developing an excellent reputation which may be established by various methods including, but not limited to, the following:

a. Evidence of clinical outcomes and competence in the detection, assessment, and resolution of drug therapy problems,
b. Development or expansion of innovative practice models,
c. Demonstration of interprofessional collaboration,
d. Development of patient education materials,
e. Contributions to staff development within a health care organization,
f. Participation in institutional or other health care-related committees as they relate to professional practice and enhancement of patient care,
g. Patient referrals from outside the area,
h. Positive evaluations of practice (via peers and patients),
i. Invited presentations to external stakeholders such as universities, health care organizations, patient advocacy groups, practitioner groups, policy makers, industry or others,
j. Achievement and maintenance of appropriate Board Certification or specialized certification in one’s specific practice area, or
k. Participation in quality review services, such as quality improvement processes.

D. Effectiveness in service

Service
The College recognizes that service activities are an important responsibility of its faculty. Faculty members in turn must recognize their obligations to the department, college, university, professional practice sites, the community, or appropriate professional societies. Service may be professional or institutional. Professional service, based on one’s academic expertise, is that provided to the profession, to the University, or to the local, state, national, or international community. Institutional service may be related to administration or governance at the level of department, the college, or the University. Recognition should be given to faculty who make significant service contributions to student welfare through service to student organizations, professional organizations, to organizations for other health professions, or to the community. Recognition should also be given for valuable contributions of administrators in directing the activities of Centers, the Department, College, or University. Examples of service contributions include, but are not limited to:
a. Service on committees at department, college, and/or university levels,
b. Service on committees for local, state, and/or national pharmacy organizations,
c. Service as a consultant to private entities or to state, federal or international agencies,
d. Service in editorial or peer review activities for professional journals and other types of publications,
e. Participation on peer-review panels for publications or for research and grant reviews,
f. Recognition with an award or other form of recognition for service-related activities,
g. Participation in mentoring programs for faculty, students and post-graduate learners,
h. Representation of the College at various meetings (pharmacy and non-pharmacy),
i. Performance of administrative duties within the department or college,
j. Service as a faculty advisor for professional student organizations,
k. Recognition by award of fellowship status within professional organizations,
l. Membership and participation in professional teaching societies, or
m. Invitations or nominations leading to service on study sections, national policy boards and task forces, program planning committees, editorial boards, or other discipline related activities.

E. Appointment and Promotion of Faculty by Rank

1. Assistant Professor
   The entry level rank for contract faculty is Assistant Professor. Appointments are one-year only (K appointment), renewable annually. Faculty may be credited for relevant accomplishments prior to their initial appointment to the College. The minimal, general criteria for initial appointment at this rank include:
   a. Possession of a terminal degree (e.g., Pharm.D. or equivalent and/or Ph.D.),
   b. Board eligibility or certification (if applicable), and
   c. Recognized potential for delivering quality teaching and/or scholarship.

2. Associate Professor
   Promotions to Associate Professor may be accompanied by a change from an annually renewable contract (K appointments) to a contract with no more than a three-year renewal period (J appointment). Faculty may be credited for service prior to their initial appointment to the College and deemed eligible to apply for promotion to Associate Professor.
   For the initial appointment at the rank of Associate Professor, a faculty member should:
   a. meet the requirements for appointment to Assistant Professor level;
   b. have demonstrated excellence in the academic missions of teaching or research (scholarship); and
   c. have a documented record of contributions in the other areas of academic activity.

Guidelines for Promotion
For excellence in Teaching, the faculty member must demonstrate ability in teaching activities as described in Section A. Additionally, the faculty member should actively provide advice, guidance, and mentoring to less experienced faculty, teaching assistants, residents or fellows.

For excellence in Research/Scholarship, scholarly activities must be recognized by regional or national figures in the chosen specialty area. Development of a consistent and evolving theme of scholarly activity and dissemination should be evident.
For faculty who provide Patient Care, they should demonstrate that their practice provides high quality educational experiences or that the practice is progressing towards provision of high quality educational experiences. The faculty member's practice should be respected by one's peers and the faculty member should serve as a positive role model for students and other practitioners. Contract faculty members should actively provide leadership in appropriate committees related to the practice site proportionate to the effort distribution assigned to practice activities. Active participation in local, state, national, and international health-related activities and programs is encouraged.

With respect to Service, faculty should actively and effectively provide leadership in appropriate Department, College, or University committees or task forces. Active involvement in appropriate local, state, national, or international professional organizations and participation in activities that influence pharmacy education, practice or research is expected.

3. Professor

In the College of Pharmacy contract faculty may be appointed to, or promoted to, the rank of Professor. Contract faculty at the rank of professor shall have appointments with contracts that are renewable for a period of no more than five years (J appointment). Faculty may be credited for service prior to their initial appointment to the College and deemed eligible to apply for promotion to Professor.

For the initial appointment at the rank of Professor, a faculty member should meet the requirements for appointment to Associate Professor and have demonstrated continued growth and excellence in at least one area of academic activity (teaching, research/scholarship, or service). As a result of these accomplishments, it is expected that the faculty member will have established a national or international reputation for their work.

Guidelines for Promotion

For excellence in Teaching, the faculty member must have a sustained, demonstrated ability in clinical and/or didactic teaching. The faculty member should have documented and demonstrated teaching innovations. Faculty should consistently and actively sustain participation in the professional curriculum and/or post-graduate education. Faculty should actively and effectively provide leadership in appropriate committees or task forces with innovative teaching methods or innovative clinical service teaching.

For excellence in Scholarship, the faculty member must be recognized by national figures in their chosen specialty area. A consistent and evolving theme of scholarly activity must be established and evident. The faculty member must have positive external scholarly performance reviews performed by recognized national figures in their chosen field(s).

For faculty who provide Patient Care, they should demonstrate that their practice provides high quality education experience, is respected by their peers, and serves as a positive role model for students and other practitioners. Faculty should actively and effectively provide documented leadership in appropriate committees or task forces to enhance innovative education and service. Active involvement in appropriate local, state, national, or international professional organizations and participation in activities that influence pharmacy practice which may involve policy changes for the profession on a local, regional or national basis is expected. Faculty requesting promotion to the level of Professor should demonstrate that they are being sought for their assistance, advice and
consultation. Active participation in local, state, national and international health-related activities and programs in a leadership capacity is expected.

With respect to Service, faculty should actively and effectively provide leadership in appropriate committees or task forces. Active involvement in appropriate local, state, national and international professional organizations and participation in activities that influence education and involve policy changes for the profession on a local, regional, national or international basis is expected. Active participation in local, regional, national, and international health-related programs and activities in a leadership capacity is expected as well as the performance of community service.

V. ANNUAL REVIEW OF FACULTY ACTIVITIES

1. Process
All contract faculty, at all ranks, will undergo an annual review. It is the responsibility of each contract faculty to document their accomplishments in the faculty activity report and related documents. Annually, each department head reviews the progress of each faculty member, prepares a written summary of that review, discusses the faculty member's progress toward promotion with that faculty member, and provides them with a copy of the report. All contract faculty shall have a primary department home and the annual review will be conducted by the corresponding department head. A department head may designate an associate department head or, with permission of the dean, another designated surrogate to perform the annual review of contract faculty.

The department head and departmental faculty (if applicable) will meet annually to review and discuss the performance of contract faculty, relative to the Departmental Guidelines. This meeting will constitute the faculty member's annual review for merit, compensation, and performance relative to the goals and expectations for contract faculty. The department head will conduct this annual review in accordance with the requirements and criteria for such reviews as approved by the faculty, the College and the University.

2. Criteria
The criteria for satisfactory performance for the annual review are the same as those for the appropriate rank, as defined in the Guidelines.

3. Below Standard Performance
If the department head concludes that a faculty member's performance is substantially below the goals and expectations of the unit, the case will be referred to the department or, if available, promotion and tenure review (P&T) committee within the department. The department or P&T committee will provide a constructive review and define specific plans for any needed performance improvement. If the department head and majority of the department or P&T committee agree that the faculty member's performance is substantially below goals and expectations, the department head shall advise the Dean of the results of the performance evaluation.

Consistent with Appendix B of the University of Minnesota's Administrative Policy: Academic Appointments with Teaching Function, revised 2007 (http://www.policy.umn.edu/prod/groups/president/@pub/@policy/@hr/documents/policy/teaching_appb.pdf), where a non-tenure track faculty member's contract is not going to be renewed:
VI. PERIODIC CAREER REVIEW

All College of Pharmacy contract faculty (Assistant and Associate Professor) will be eligible for an optional periodic career review within their department, providing an in-depth assessment across a five-year period for their progress toward promotion. The intent of this review will be to provide support and guidance for the faculty member to facilitate progress toward promotion.

VII. PROCEDURES FOR PROMOTION

1. Process

   a. Contract faculty seeking promotion will prepare a dossier of their teaching, research and scholarship activity, and service accomplishments (including clinical practice, if applicable). This dossier should be submitted in accordance with existing College of Pharmacy procedures and timelines for review of promotion. The faculty member’s promotion dossier will be made available to all department faculty who are at, or above, the promotion rank being sought.

   b. A minimum of four external academic peers, with expertise in the candidate’s area and holding an academic rank higher than the candidate (if applicable), will be selected. These external reviewers will assess the candidate’s work for scholarly rigor, creativity, originality, or quality according to the criteria contained in the following sections of these Guidelines and the corresponding Departmental Guidelines. The external reviewers must be external to the University of Minnesota and its affiliated institutions and must have no close personal or professional relationship with the candidate. The candidate and the department head shall each make a list of possible reviewers. Invitations to provide a review shall be extended by the department head. External reviewers shall review the entire dossier and provide written comments regarding whether or not the faculty member has met the specified criteria for promotion in rank.

   c. The Promotion & Tenure committee, comprised of tenured faculty and non-tenure faculty holding a rank at, or above the rank being sought by the candidate, will conduct a review of the contract faculty member being considered for promotion in rank. The department and/or committee will evaluate the candidate’s dossier according to the criteria in the following sections of these Guidelines and the corresponding Departmental Guidelines, including the evaluations from external reviewers when available. The committee will vote on recommendation for promotion. The outcome of the vote will be recorded and forwarded to the department head, along with a summary of the committees’ review of the candidate’s dossier.

   d. Promotion in the College of Pharmacy requires a vote by eligible voting faculty members at the department level on the question to affirmatively recommend for promotion. All tenured faculty in the first year of an academic appointment at UM must be provided one-month notice;

   b. Non-tenure faculty with 2 to 5 years of academic employment at UM must be provided 3-month notice;

   c. Non-tenure faculty with 6 to 10 years of academic employment at UM must be provided with 6-month notice; and

   d. Non-tenure track faculty in their 11th year or more of academic employment at UM must be provided with 12-month notice.
and contract faculty holding appropriate appointment and rank are eligible to vote on
recommendations for promotion of candidates in the contract faculty track.

e. The department head will conduct an independent review of the candidate’s dossier and
external reviews and will prepare a written summary, including the outcome of the vote by
the department and/or committee. The department head will forward his/her
recommendation along with the department committee recommendations to the College
Review Committee (CRC) of the College of Pharmacy’s Faculty Consultative Committee (FCC).

f. The CRC will then convene to review contract faculty dossiers and to vote upon whether or
not the faculty member has met the criteria for promotion in rank. The CRC chairperson will
prepare a written summary including the results of the CRC vote and shall provide a
recommendation on the candidate’s promotion to the Dean of the College of Pharmacy. The
CRC process for promotion will be the same for all departments in the College of Pharmacy.

g. The CRC will review the candidate’s dossier and summaries from the department committee
and department head to ensure that the dossier was reviewed in accordance with the
procedures outlined in this document and to examine the merits of the decision (consistent
with Board of Regents Administrative Policy concerning “Procedures for Reviewing
Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty” II.G.4. Criteria,
standards, and process for second-level review of the unit recommendation).

h. The recommendations from all levels of review will be forwarded to the Dean of the College
of Pharmacy for final approval.

2. Denial of Promotion

Denial of promotion means that the criteria for promotion and expectations for professional
growth have not been met. This does not necessarily mean that the candidate has failed to
meet the expectations for performance of their appointment. Contract faculty may reapply for
promotion at a future date.

VIII. PROCESS FOR UPDATING THIS STATEMENT

Departments will review their Departmental Guidelines every five years, or more frequently if
needed. Revisions should be reviewed by FCC for comments.