UMES School of Pharmacy
Comprehensive Post-Tenure Review
Standards of Review
Revision: September 2016

I. Introduction

Section 2., Standards of Review, of The UMES Policies and Procedures for Comprehensive Post-Tenure Review states, "Each Department shall develop a faculty-approved Post Tenure Review (PTR) Document based on the Department’s promotion and tenure criteria that will include measurable criteria and expectations based on the Department’s mission. Standards for Exemplary and Satisfactory performance shall be established for each of the areas: (1) Teaching, (2) Research/Scholarship, and (3) Service to the University and the broader community. The PTR should take the relative allocation of faculty responsibilities in each of these areas into account."

The purpose of this document is to establish the above-mentioned "Standards of Review" for the Department of Pharmacy Practice and Administration.

After review of the documentation submitted as specified in the UMES policy, the School Performance Review Committee (SPRC) will evaluate the faculty member using the following criteria.

**Clinician-Educator Faculty Category**

Teaching Performance
1. Demonstrates knowledge and skill in teaching evidenced by student and peer evaluations.
2. Participates in the development and implementation of courses, curricula and/or residency programs; develops and supports innovative and effective teaching methods, approaches and evaluations.
3. Establishes and maintains a clinical practice site; serves as a preceptor for students on pharmacy practice experiences.
4. Demonstrates clinical excellence through continued learning from continuing education presentations, clinical practice, and/or periodic clinical skills reassessment.
5. Serves as academic advisor and mentor to students.
6. Serves as a mentor to other faculty and staff (including residents and clinical fellows).

Scholarly Performance
1. Acquires and/or maintains appropriate licensure and specialty certification.
2. Develops and maintains a scholarly focus and maintains regionally/nationally/internationally-recognized scientific, pedagogical and clinical competence; conducts scholarly investigation (basic or clinical, including outcome study, education study, or case study).
3. Serves as a primary investigator or as a collaborator with other investigators; makes continuing efforts to secure external funding for support of scholarly activity.

4. Has an oral or poster presentation related to scholarly activity at regional/national/international meetings on the average of at least once every other year.

5. Presents results of scholarly activity as an invited seminar speaker.

6. Develops and/or teaches in continuing education programs; provides in-service instruction/training/presentations to health-care professionals; develops and/or teaches in faculty development programs.

7. Is the lead author or a major author of scholarly publications an average of at least once every other year in a nationally-recognized refereed (peer-reviewed) journal or online publication; authors or edits book chapters or books; publishes non-refereed articles.

8. Is a reviewer for scholarly material (refereed journal articles, books, grants, studies, scientific meeting abstracts).

9. Is regionally/nationally/internationally recognized as an expert and leader in his/her discipline.

Service Performance

1. Clinical service: excels in clinical care and service to patients; devotes significant portion of time to clinical service activities; takes on leadership roles in development, implementation and evaluation of clinical programs.

2. Serves as a consultant in his/her area of expertise.

3. Actively contributes to the development and implementation of department/School goals, mission, policies and procedures; demonstrates active participation on committees and in assessment/ quality improvement efforts within the department, School and/or the University.

4. Serves as advisor to student organizations.

5. Participates in University and School of Pharmacy ceremonies and events.

6. Maintains membership in appropriate professional organizations, attends appropriate local, state, national and/or international meetings; contributes to the leadership or organizational activities of appropriate professional societies.

7. Participates in community service related to the faculty member’s area of specialization and/or the mission of the School.
Teaching-Research Faculty Category

Teaching Performance
1. Demonstrates knowledge and skill in teaching as evidenced by student or peer evaluations.
2. Participates in the development, implementation, and management of classroom and/or laboratory courses; develops and supports innovative and effective teaching methods, approaches and evaluations.
3. Supervises and mentors students with independent studies and special projects.
4. Serves as academic advisor and mentor to students, and advisor to graduate and other research students.
5. Serves as a mentor to other faculty and staff (including post-doctoral fellows).

Scholarly Performance: Tenure-Track
1. Develops and maintains a scholarly focus and maintains regionally/nationally/internationally-recognized scientific, pedagogical and technical competence; conducts scholarly investigation (basic or applied, including laboratory research, social science research, education study, or case study).
2. Serves as primary investigator or as a collaborator with other investigators; makes continuing efforts to secure external funding for support of scholarly activity.
3. Is the lead author or a major author of scholarly publications an average of at least one every other year in a nationally-recognized refereed (peer-reviewed) journal or online publication; authors or edits book chapters or book; publishes non-refereed articles.
4. Is a reviewer for scholarly material (refereed journal articles, books, grants, studies, scientific meeting abstracts).
5. Has an oral or poster presentation related to scholarly activity at regional/national/international meetings on the average of at least once every other year.
6. Presents results of scholarly activity as an invited seminar speaker.
7. Develops and/or teaches in continuing education programs and/or faculty development programs.
8. Is regionally/nationally/internationally recognized as an expert and leader in his/her discipline.
9. If appropriate, acquires and/or maintains relevant licensure and/or specialty certification.

Service Performance
1. Serves as a consultant in his/her area of expertise.
2. Actively contributes to the development and implementation of department/School goals, mission, policies and procedures; demonstrates active participation on committees and in assessment/quality improvement efforts within the Department, School and/or the University.

3. Serves as advisor to student organizations.

4. Participates in University and/or School of Pharmacy ceremonies and events.

5. Demonstrates active participation in appropriate professional organizations and attends appropriate local, state, national and/or international meetings.

6. Participates in community service related to the faculty member’s area of specialization and/or the mission of the School.

Based upon the evaluation, each member of the SPRC will submit an assessment of the faculty member in each of the three areas on a scale of 1 - 30, with a score from 20 - 30 indicating Exemplary performance that exceeds departmental standards, a score of 10-19 indicating Satisfactory performance that meets departmental standards and a score of 1-9 indicating that performance in that area does not meet departmental standards. The SPRC should take the relative allocation of faculty responsibilities in each of these areas into account. The scores from all of the members will be averaged to obtain the final score of the faculty member in each of the three areas. A final score of 20 or greater will result in an assessment of "Exemplary" for that area, and of 1-9 will result in an assessment of "Does Not Meet Departmental Standards." Otherwise, the faculty member will receive an assessment of "Satisfactory" for that area.