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1.0 BY-LAWS FOR THE COLLEGE OF PHARMACY AND HEALTH SCIENCES (CPHS)

1.1 College Mission Statement
The College of Pharmacy and Health Sciences provides an intellectually stimulating learning environment with collaborative learning among students, faculty, and staff. Graduates are liberally educated professionals who are dedicated to serving their clients, patients, profession, and community. The College emphasizes excellence and leadership in education, service, and scholarship. (approved 02/14/2014)

1.2 The Vision for the College
The College of Pharmacy and Health Sciences will continue to be recognized for its innovation, demonstrating continuous quality improvement in teaching, scholarship and service, while boldly pursuing opportunities for breakthrough achievements within those same arenas. The College will uphold its tradition of preparing individuals to meet the expectations and challenges of health care practices, providing a balance between foundational scientific, socioeconomic, and practice theories along with meaningful, exemplary practice opportunities. Further, the College will fulfill its obligation to advance the level of health care knowledge and practice through scholarly endeavors, incorporating the efforts of all who define its learning communities and embracing the scholarly functions of discovery, innovation, application, and teaching. (approved 08/2004 faculty retreat)

1.3 Organization and Administration of the College
The College of Pharmacy and Health Sciences is composed of its administrative officers and the members of the faculty and staff. An administrative organizational chart for the College is found in Appendix A along with the Organizational Chart Explication Appendix B. Individual position descriptions for administrative officers are in Appendix C.

1.3.1 Department Structure. The College of Pharmacy and Health Sciences consists of three departments: Clinical Sciences, Pharmaceutical, Biomedical, and Administrative Sciences and Occupational Therapy.

1.3.2 Administrative Officers. These individuals hold faculty appointments in the CPHS.
1.3.2.1 Dean. The dean is the principal administrative officer of the College of Pharmacy and Health Sciences. The dean has the primary responsibility for all academic, research, service, and external programs of the College. The dean is appointed by the provost with the advice and counsel of the University president and the faculty of the CPHS. The dean reports to the provost.

Please refer to the Drake University Charter at: http://www.drake.edu/media/departmentsoffices/academicsdivision/migratedassets/policies/Charter.pdf for the official university responsibilities for the Dean.

1.3.2.2 Associate Dean of Curriculum and Assessment. The associate dean assumes a proactive leadership role in the college, especially in all curricular and assessment-related matters. Duties for the associate dean are the implementation of the college curricular mapping activities and assessment plan, curricular oversight and policy implementation, college and institutional data coordination, course evaluation administration, and collection of assessment data for college/committee use and accreditation submission. Appointments to this position are made by the dean with appropriate faculty input. The associate dean reports to the dean and serves as chief administrative officer of the College in the absence of the dean.

1.323 **Assistant Dean for Student Affairs and Enrollment Management.** The assistant dean assumes a proactive leadership role in the college, especially in all student-related matters. This individual oversees admissions activities, student professional development, academic progression policy implementation, student leadership programs, and career and academic advising for the College. Appointments to this position are made by the dean with appropriate faculty input. The assistant dean reports to the dean.


1.324 **Assistant Dean for Clinical Affairs** is responsible for the college’s experiential education programs including policy and procedure development, implementation, regulations, and quality assurance. Duties include supervision of experiential education faculty and staff, experiential site and preceptor development, student assignment, curricular progression and quality assurance. The Assistant Dean for Clinical Affairs oversees contracting with external partners for experiential education sites including those for Drake faculty. The Assistant Dean also leads the Experiential Review Councils. The Assistant Dean for Clinical Affairs reports to the Dean.

1.325 **Department Chairs.** The department chairs are responsible for the overall instructional, research, service, and budgetary affairs of their respective departments. The department chairs work in collaboration with the dean and other administrative officers to fulfill the mission, goals, and plans of the College. The department chairs are appointed by the dean with appropriate faculty input and with approval by the provost. The department chairs report to the dean. Department chairs are responsible for chairing their department meetings, serving as the key link in communications between the department faculty and the dean and provide leadership in all situations serving the interests of the department. They oversee required initiatives for their faculty. The Department Chair of Pharmaceutical, Biomedical and Administrative Sciences can be involved in the oversight of the Animal Care Facilities.


1.326 **College Directors/Departmental Mentors/Ad-Hoc Members.** Appointments to these positions are made by the department chair and/or dean with appropriate faculty input. These individuals report directly to the Dean or Department Chair as stated in their job descriptions (Appendix C)

1.327 **College Administrative Committee.** The officers of the college including the dean, associate dean, assistant deans, and department chairs and others serving at the request of the Dean meet regularly during the academic year as members of the College Administrative Committee (CAC). This collaborative leadership team provides guidance for the college’s mission and vision, implementing, evaluating and assessing the strategic plan; and defining the policies and procedures in accordance with the mission and vision
for excellence in education of health care professionals. (approved Nov. 2010) (Updated 2013)

1.328 Planning Processes/Program Reviews. The College of Pharmacy and Health Sciences will complete a self-study of the college’s curriculum and policies and procedures of the pharmacy, health sciences, occupational therapy and athletic training programs using the following timeline:

- The pharmacy program will occur every 7th year of the 8 year ACPE accreditation cycle. The next self-study will occur during the 2021-2022 academic year in preparation for the next site visit and review during the 2022-2023 academic year. The pharmacy program is accredited by the Accreditation Council for Pharmaceutical Education.
- The health sciences program review will occur every 6 years in accordance with the university’s policy for external reviews of programs of non-accredited programs. The next review will occur during the 2020-2021 academic year.
- The occupational therapy doctorate program is in the process of obtaining accreditation and will have a self-study submitted in April 2017 and a visit during the spring of 2018. The occupational therapy program has candidate status through the Accreditation Council for Occupational Therapy Education.
- The athletic training program will undergo accreditation submission process to the Council for Accreditation of Athletic Training Education in accordance with the enrollment of students in Fall 2019.

In addition to self-study and review processes, the College will undergo strategic planning efforts utilizing continuous improvement planning through the Balanced Scorecard tool. All areas and aspects of the college will be assessed and evaluated with involvement of stakeholders in the college’s mission such as faculty, staff, students, alumni, preceptors and professionals during the self-study process.

1.4 College Governance

The Faculty of Instruction in the College of Pharmacy and Health Sciences shall include full-time and regularly appointed part-time (>50%) faculty engaged in teaching and research having the rank of Instructor, Assistant Professor, Associate Professor or Professor in one of the departments in the College. The Faculty of Instruction shall have the following powers to establish and maintain the curriculum of the College and to establish and maintain the academic policies under which the College operates. Meetings are conducted following Robert’s Rules of Order.

1.41 Faculty meetings. The college shall hold regular faculty meetings on a monthly basis during the academic year. The dean may also convene special faculty meetings when deemed necessary. The faculty may also petition the dean to call a special faculty meeting.

The dean shall appoint a secretary who shall be responsible for recording and distributing the minutes of all college faculty meetings in a timely manner.

1.42 Voting privileges. All regular (non-adjunct) members of the faculty of instruction shall have full voting privileges on all curricular and academic matters pertaining to the pharmacy program. Adjunct faculty may participate in college faculty meetings but do not have voting privileges.

1.43 Quorum. A quorum shall consist of a majority of the eligible voting members of the faculty. Faculty on leaves of absence or those on sabbatical will not be included when determining a quorum.
1.44 Suspension of the rules
The college faculty meetings will adhere to the policies of Robert’s Rules of Order for suspension of the rules section §25.

1.45 Amendments to the Handbook. To approve all amendments to this document a majority vote of the entire Faculty of Instruction membership is required.

1.46 College Committees. Committee appointments and charges are established at the beginning of the academic year by the dean. All committee chairs are appointed by the dean in consultation with department chairs. All committees will prepare an annual report distributed to the faculty and the dean at the end of the academic year. Students will be included as members on all committees except for Faculty Affairs. Students are selected through an application process and are appointed by the Dean. Adjunct/alumni representatives will be included on all standing committees. (Approved 03/27/08) (Edits to all college committees/structures/and charges were made an approved by the faculty June 8, 2016) with the addition of new programs).

1.461 Academic Affairs Committee.
There will be one college-wide committee with faculty representatives from each program. Programmatic subcommittees may be formed based on workload and curricular need.

Charge: The Academic Affairs Committee studies and makes recommendations to the college faculty on all proposals for curricular changes related to the degree programs offered in the college. The committee is also responsible for reviewing and recommending, when necessary, changes in academic progression policies.

Membership: The members of the committee are appointed by the dean in consultation with the department chairs. The committee consists of a minimum of two faculty from each program. When possible, these faculty serve staggered two-year terms of service. No faculty member may serve more than two consecutive terms of service.

At least one student from each degree program will be appointed to a one-year term by the dean.

The Associate Dean for Curriculum and Accreditation and the Assistant Dean for Clinical Affairs are ex-officio members of this committee. Alumni/adjuncts will be represented by one member appointed by the dean in consultation with the department chairs.

1.462 Admissions Committees.
There will be distance committees for each professional program.

Charge: Responsibilities of these committees include compliance with program-specific accreditation guidelines as well as to coordinate the college’s admissions criteria, policies and procedures with student achievements in the professional programs and performance in the professional practice. The committee is responsible for reviewing and admitting candidates into the professional programs.

Membership: The members of the committee are appointed by the dean in consultation with the department chairs. Each of these committees will consist of a minimum of three, but preferably five, faculty members from that programs (with all departments represented when applicable.) When possible, the faculty serve staggered two-year terms of service. No faculty member may serve more than two consecutive terms of service.
At least two students shall be appointed for a one-year term by the dean to serve on the professional programs admissions committee. The College Admissions Liaison or a representative is an ex-officio member of this committee. Alumni/adjuncts will be represented by one member appointed by the dean in consultation with the department chairs to serve on the professional program admissions committee.

1.463 Assessment Committee.

There will be one College-wide committee with faculty representatives from each program.

**Charge:** The Assessment Committee has responsibilities for the development and oversight of the college’s assessment plan to include formative and summative measurements of assessment, procedures for collection and analysis of data, and dissemination and application of the information.

**Membership:** The members shall be appointed by the dean in consultation with the department chairs. This committee consists of a minimum of one faculty member from each program. When possible, the faculty serve staggered two-year terms of service. No faculty member may serve more than two consecutive terms of service.

At least two students from each degree program shall be appointed by the dean for a one-year term. The Associate/Assistant Dean for Assessment is an ex-officio member of this committee. Alumni/adjuncts will be represented by one member appointed by the dean in consultation with the department chairs.

1.464 Experiential Review Committees.

There will be distinct committees for each program in the College.

**Charge:** The Experiential Review Committees review the policies and procedures related to each programs’ experiential experiences. Members provide insight and feedback regarding the sites used for experiential education. They help to identify areas of excellence and deficiencies and provide guidance for implementation of programs designed to educate preceptors and advance student learning.

**Membership:** Members of the council are appointed by the dean in consultation with the Assistant Dean for Clinical Affairs. Each Experiential Review Committee for a program is composed of at least one member from that program and representatives of the experiential sites used in that program. The faculty serve staggered two year terms of service. No faculty member may serve more than two consecutive terms of service.

At least two students from each program shall be appointed for a one-year term by the dean. The Assistant Dean for Clinical Affairs is an ex-officio member of each committee and serves as chair. Other ex-officio members may also be appointed from the faculty and staff who work with the experiential programs. Alumni/adjuncts will be represented by one member on each committee appointed by the dean in consultation with the department chairs.

1.465 Faculty Affairs Committee.

There will be one College-wide committee with faculty representatives from each program.

**Charge:** The Faculty Affairs Committee responsibilities include the development and
implementation of faculty development programs and the review of proposed revisions to
the faculty handbook each year. The committee will also review applications of
individuals to be considered for appointment to adjunct faculty status and is responsible
for making recommendations concerning promotion of adjunct faculty. The committee
will also revise the guidelines for appointment and promotion of adjunct faculty when
needed. (See Appendix D)

**Membership:** The members of the committee shall be appointed by the dean in
consultation with the department chairs. This committee consists of at least one faculty
member from each department. When possible, the faculty serve staggered two-year
terms of service. No faculty member may serve more than two consecutive terms of
service. Alumni/adjuncts will be represented by one member appointed by the dean in
consultation with the department chairs.

1.466 Student Affairs Committee.

There will be one College-wide committee with faculty representatives from each
program.

**Charge:** The Student Affairs Committee will be responsible for reviewing policies related to
students and promoting student involvement in professional activities.

**Membership:** The members shall be appointed by the dean in consultation with the
department chairs. The committee consists of at least two student members from each
degree program and at least one faculty member from each program appointed by the
dean in consultation with the department chairs. When possible, the faculty serve
staggered two-year terms of service. No faculty member may serve more than two
consecutive terms of service.

The Director for Student Programs or a representative is an ex-officio member of this
committee. Alumni/adjuncts will be represented by one member appointed by the dean
in consultation with the department chairs.

1.467 Interprofessional Education Committee.

There will be one college-wide committee with faculty representatives from each
program.

**Charge:** The Interprofessional Education Committee will review the policies and
procedures related to each program’s interprofessional education requirements. They
provide insight and feedback on interprofessional education, identifying areas of
excellence and deficiencies and provide guidance for implementation of
interprofessional education programs.

**Membership:** The members shall be appointed by the dean in consultation with the
department chairs. The committee consists of at least one faculty member from each
department. Additionally, one member of this committee will represent the College within
the Des Moines Area Interprofessional Education Collaborative (DMAIPEC). When possible
the faculty serve two-year terms of service. No faculty member may serve more than two
consecutive terms of service.

At least two students from each degree program shall be appointed for a one-year term
by the Dean. Alumni/adjuncts from each program will be represented by one member
appointed by the dean in consultation with the department chairs.
1.468 Ad hoc Committees. Ad hoc committees shall be appointed by the dean, in consultation with the appropriate department chairs, when deemed appropriate. In all matters not delegated to committees, the college faculty shall serve as a committee of the whole.

1.47 Dean’s Advisory Councils.

1.471 Student Governance Association (formerly Dean’s Student Advisory Council) Charge: The Student Governance Association (SGA) functions as the College’s student government. SGA is the vehicle through which students can become involved in college policy decision-making. Its mission is to facilitate collaboration between the college administration, faculty, elected delegates, and the general student population to create a progressive, positive learning environment that develops healthcare professional dedicated to excellence and innovation. The elected officials, described in the Membership section below will be entrusted to represent their classmates and make decisions in the best interest of the college and their constituents.

Membership: Each spring semester students from each class shall elect two class representatives to serve on the council for the next academic year. The P4 class in Pharmacy and the 3rd year class in OT will elect 3 delegates due to the nature of the rotation schedules to ensure adequate representation. Student representatives from the first year classes in all programs are nominated and selected at the beginning of the fall semester. There are no term limits for delegates and delegates may run for re-election. In addition, the college-elected representative to the University Student Senate shall serve as Chairperson of the association. The Dean and student affairs officer will serve as advisors to the association. The complete By-Laws of the Student Governance Association are available on this webpage: [http://www.drake.edu/cphs/organizations/deansstudentadvisorycouncil/](http://www.drake.edu/cphs/organizations/deansstudentadvisorycouncil/) (approved May, 2014 effective June 1, 2014, edit July 2015 for added new program representation on the committee).

1.472 National Advisory Councils.

Charge: These groups meet on call of the Dean, or at its own call, to discuss matters concerning the College and the programs they advise. These are each self-perpetuating bodies which formulate their own procedures and policies and operate under their own charter.

Membership: Members are comprised of alumni, interested individuals from the industry and one member of the College of Pharmacy and Health Sciences Faculty representative of the program for each NAC. The faculty representative for each NAC is elected from the college faculty and serves a 3-year term on the respective Council. The Major Gifts Officer for the college is an ex-officio member of each NAC. (revisions on committees and structure were approved 03/27/08) (NAC section revised July 2015 to reflect added college programs)

2.0 OPERATING POLICIES & PROCEDURES

2.1 Honor Code

In accordance with the mission of professional pharmacy practice and research, the Drake University College of Pharmacy and Health Sciences aims to inculcate professionalism in its students so they may provide quality care to society. Students, faculty and staff (collectively known as ‘members of the College community’) in the College of Pharmacy and Health Sciences represent themselves, the College and the pharmacy profession in all of their
actions. As future pharmacy practitioners and researchers, students will be expected to adhere to a high level of professionalism. The concept of professionalism includes an implication that members of the college commit themselves to the pursuit of truth. Therefore, one purpose of the Honor Code is to foster and promote an atmosphere of trust and ethical and professional behavior, not to create an uncomfortable academic environment.

The Honor Code asks that students and faculty act honorably in their interactions with other members of the College community and hold themselves to the same standards and expectations as their peers. If a student or faculty member commits an act of academic dishonesty or unprofessional behavior, he or she violates the Honor Code, breaches the trust of the College community and defames the name of the College. The consequences of a student violating the Honor Code may include being dropped or suspended from the College, or other appropriate sanctions. By having the option of removing students who willfully violate the trust placed in them by the College community, the College can help secure a community of trust free from suspicion of unprofessional behavior. Failure to self-report an Honor Code violation, or having knowledge of an Honor Code violation and failing to report it are acts that are themselves Honor Code violations.

(This document was approved and becomes effective for all members of the College community May 2005, see Appendix K for entire document. Three minor changes were made to the document May, 2013. Electronic version is available at: http://www.drake.edu/cphs/handbookspolicies/honorcode/)

2.2 Faculty Absences
2.21 Unexpected absences. When illness or other unanticipated events require faculty to be absent from the College, the appropriate department chair must be notified as soon as possible. The department chair must also be notified of the absence in order to notify students if classes will be cancelled, and to alert the clerical staff to the faculty member’s absence. The department chair will also notify the dean of an unexpected absence.

2.22 Expected absences. When faculty absences of a full day or more are anticipated, the appropriate department chair and/or dean must be notified of the absence. A Faculty Request for Absence form should be submitted to, and approved by the department chair and/or dean. If the absence occurs during scheduled teaching assignments, the faculty member must also inform the appropriate department chair of what arrangements, if any, have been made to provide coverage of the missed class time. Absences will be noted on the College calendar.

Expected absence requests are submitted electronically at: https://drake.qualtrics.com/SE/?SID=SV_d4lxcY5qYlsYC0Z

2.3 Faculty Travel
2.31 Travel requests. Faculty travel being supported by College funds must be approved in advance by the appropriate department chair and/or dean. Submission of the Faculty Absence form with detailed information on the purpose of the travel, dates of the travel and detailed estimation of expenses for travel shall be considered as a travel request.

2.32 Airline reservation policy. Refer to University Business and Finance policies on travel and airline reservations.

2.33 Travel advances. Requests for travel advances are made on a Travel Advance Form and require the approval of the appropriate administrator. Refer to University Business and Finance policies on travel advances.

2.34 Reimbursement procedures. The policies and procedures governing
travel reimbursement can be found at:
http://www.drake.edu/busfin/policies/accountspayableguidelines

(The complete resource for University business procedures is the Business Procedures Manual which can be accessed via the web: http://www.drake.edu/busfin/policies/)

2.4 Statement of Policies for the Distribution and Use of Faculty Development Funds
(approved 03/29/2007)
The purpose of the CPHS Faculty Development Program is to provide funds to support faculty teaching and research development in coordination with other sources within the University and the College. The following conditions govern the disbursement and use of the funds:

2.41 Eligible faculty members are permitted to use College development funds to complement their teaching and research activities.

2.42 Department chairs are charged with approving, monitoring and distributing the funds in accordance with the policies/procedures listed below.

2.421 Allocation of funds:
   a. Each faculty member will have access to an equal amount of funds (on a FTE basis) as determined by the annual disbursement from the University.

   b. There is no guarantee that additional funds beyond this base amount will be available to individual faculty members.

2.422 Eligible/Ineligible expenses:
   a. Funds may be requested to offset actual costs associated with professional development or scholarly endeavors. Examples of expenses include, but are not limited to: equipment, books, software, professional society dues, registration fees and travel expenses to attend professional meetings, seminars and/or workshops.

   b. Faculty release time, summer stipends for faculty or student/research associate stipends, personal travel, and equipment/texts/supplies not directly linked to a faculty research project or class will not be funded. Allocations are not made for expenses that are reimbursed from other funds or other organizations.

2.43 Requests for reimbursements within an academic year:
Requests for reimbursements must be approved before their purchase. Requests should be submitted at least 15 days in advance to the applicant's department chair for determination of whether the request can be coordinated with other sources of funds within the University or the College. Submission of the Faculty Absence form with detailed information on the purpose of the travel, dates of the travel and detailed estimation of expenses for any travel shall constitute a request for reimbursement. Upon completion of any travel, the Drake Travel Expense Reimbursement form (submit within 30 days of travel) must be completed with receipts attached.

2.44 Requests for funding during the current fiscal year must be encumbered by April 1st. Unencumbered funds are not carried over to the next fiscal year.

2.45 Receipts for approved reimbursable expenses must be submitted to the appropriate Chair according to University deadlines in order to be reimbursed from the current fiscal year budget.
2.46 **Request for reimbursement of approved travel expenses** is submitted on the Drake Travel Expense Reimbursement form, which can be found at:  
http://www.drake.edu/busfin/policies/accountspayableguidelines

2.47 **Exceptions** to the above policies may be granted only with prior approval from the Dean and appropriate department chair.

### 2.5 Sabbatical Leaves

Sabbatical leaves are granted to faculty of the College of Pharmacy and Health Sciences in accordance with University policy as described in section 4.52 of the Drake University Faculty Manual available at:

https://www.drake.edu/media/departmentsoffices/academicsdivision/migratedassets/policies/pdf/sabbatical.pdf

The following procedures are to be followed when faculty members apply for sabbatical leave.

**2.51 Application for sabbatical leave.** All applications for sabbatical leave are submitted to the dean through the appropriate department chair. All applications need to be completed following the outline adopted by the University (see section 4.343 of the University Faculty Manual.

**2.52 Review of sabbatical leave applications.** All sabbatical leave applications shall be reviewed initially by the appropriate department chair. The department chair will make a recommendation to the dean regarding the granting of the sabbatical leave. The department chair’s recommendation shall also include a plan for providing coverage of the applicant’s instructional and other responsibilities during the leave period and the financial resources required to provide the necessary coverage of responsibilities.

**2.53 Report on sabbatical leave activities.** At the conclusion of a sabbatical leave, the faculty member shall submit a written report describing the activities pursued during the leave and the outcome of these activities. Copies of the written report shall be provided to both the dean and the appropriate department chair and will become a part of the faculty member’s file in the college dean’s office.

### 2.6 Intellectual Property and Research Related Issues

The College of Pharmacy and Health Sciences operates in conjunction with the University’s policies on intellectual property, copyright rules, patents, conflict of interest, and misconduct in science. The University policies may be found at the following links:

**2.61 Copyright:**
http://www.drake.edu/media/departmentsoffices/academicsdivision/migratedassets/policies/pdf/copyright.pdf

**2.62 Patents:**
http://www.drake.edu/media/departmentsoffices/academicsdivision/migratedassets/policies/pdf/patents.pdf

**2.63 Conflict of Interest:**

**2.64 Misconduct in Science:**
http://www.drake.edu/media/departmentsoffices/academicsdivision/migratedassets/policies/pdf/scimisconduct.pdf
2.7 Faculty Consulting Activities and/or Regular Outside Employment

2.71 Annual report of consulting activities. Each faculty member engaging in consulting activities is required to provide an annual report to their department chair as part of the annual faculty activity report. The report must provide a description of the consulting activity and the approximate time devoted to the activities during the calendar year.

2.72 Use of College facilities and/or equipment. If College facilities and/or equipment is to be used as part of a faculty member’s consulting activities, prior permission must be obtained from the faculty member’s department chair and the dean. The faculty member is required to provide a description of the consulting activities, the facilities and/or equipment to be used. If College equipment is used in the consulting activities, provisions must be included in the consulting contract for funds for equipment maintenance at a rate negotiated between the faculty member and the dean.

2.73 Regular outside employment. Faculty members are encouraged to discuss outside employment with their department chair to ensure it is in compliance with the University’s conflict of interest policy. Such employment should be of an extent that does not interfere with the effective discharge of the faculty member’s academic responsibilities.

2.74 University Policy on consulting: The College adheres to the University policy located at: http://www.drake.edu/media/departmentsoffices/academicsdivision/migratedassets/policies/pdf/other.pdf

2.8 Research Grants and Contract Policies

(See also University’s Business Procedures Manual, Sect. 2-10-1) http://www.drake.edu/busfin/policies

2.81 Grant/contract proposal approval. All grant proposals and contract research proposals must be reviewed prior to submission by the appropriate department chair and the dean. Both the proposal and the budget must be approved prior to submission. If release time or additional space is required for completing the project, those requirements should be made known prior to submission of the proposal. Prior to submission, the proposal cover sheet used by the Sponsored Programs Office must be completed. The complete routing process and form are available at: http://www.drake.edu/spa/apply/submission/theroutingprocess/. Copies of the final proposal, including the budget, should be provided to the appropriate department chair and dean. Please check all information on the Sponsored Programs Office. The link is: http://www.drake.edu/spa/

2.82 Management of grant and contract budgets. The principal investigator has the primary responsibility for the management of grant or contract funds. All purchase requisitions, direct pay requests, or other use of funds requires the signatures of both the principal investigator and grants accounting.

2.83 Equipment purchases. All non-consumable equipment purchased from intramural grants funds or university-provided faculty development funds remains the property of Drake University. Any exceptions to this policy must be approved in advance by the Provost and the Vice-President for Finance and Administration and Treasurer. Ownership of equipment purchased with extramural grant funds shall be governed by the specific policies of the granting agencies.
2.84 Institutional Research Review Board: The college adheres to the University policies on research grants established by the University Institutional Research Review Board. These policies are located at: http://www.drake.edu/irb/

2.85 Institutional Animal Care and Use Committee: The college adheres to the policies and procedures for the Institutional Animal Care and Use committee. Information on this committee is available at: http://www.drake.edu/iacuc

2.9 Purchase Requisitions and Work Orders

2.91 Purchase requisitions. All purchase requisitions from department operating budgets must be approved by the appropriate department chair. All purchase requisitions should include the account number to which the expenditure should be charged. The requisition should also include the estimated purchase price of the item(s).

Purchase requisitions from intra- or extramural grants/contracts are initiated and approved by the principal investigator. Purchase requisitions from grant/contract funds also require notification to grants accounting.

2.92 Work orders. All requests for services provided by the Drake Physical Plant should be approved by the appropriate administrative officer(s) of the College prior to initiation of a work order. Work orders forwarded to the Physical Plant should bear the account number to which the work should be charged.

3.0 FACULTY

3.1 Faculty Recruitment

3.11 Recruitment Responsibility
The recruitment of faculty is a joint responsibility of the dean and the members of the faculty. The dean, in consultation with the appropriate department chair(s) shall appoint a faculty search committee when a faculty position is to be filled. One faculty member of the search committee must be from outside the program. Students or an outside community member may also serve on the committee. The search committee shall be responsible for preparing the appropriate advertisements for the position. The committee shall solicit applications so that all qualified personnel are informed of the opening in accordance with the equal opportunity policies of the University. Guidance for this process and required documents are provided by the Office of the Provost.

3.12 Search Committees
The search committee shall have the primary responsibility for the initial screening of all applications for the position available and compiling the appropriate materials describing the applicant’s educational and professional background and credentials, letters of recommendation, and other applicable materials. The committee will conduct initial teleconference interviews with top applicants as part of the selection process. The search committee shall make a written recommendation to the dean and provost regarding which candidates shall be brought to campus for formal interviews. The committee must also submit a report describing their efforts to identify a diverse candidate pool with the Request for Campus Interview form to the provost. Final approval for campus interviews is granted by the provost.

3.13 Interviews
During the on-campus interview, the candidate will meet with members of the faculty, appropriate college and university administrators, and a representative group of students. The candidate will also be asked to make a formal presentation to faculty, administrators, students, and other interested individuals. Input relative to the qualifications of the
candidate will be solicited by the search committee from all individuals or groups meeting with the candidate.

3.14 Recommendations for Hiring
After on-campus interviews are complete, the search committee will review all candidate evaluations and make a written recommendation to the department chair and dean, as appropriate, including candidate acceptability and ranking. This recommendation will be forwarded to the provost for formal approval and action. A formal Letter of Appointment, using templates distributed by the provost’s office, will be forwarded by the dean to the provost’s office for review and approval by Human Resources and the budget director and signing by the provost.

3.15 Clinical Faculty
The recruitment of clinical faculty shall be a joint responsibility of the pharmacy and health science programs and the clinical practice site at which the faculty position is located. In the case of clinical faculty positions, the search committee shall also include at least one representative from the institution at which the practice site is located. In addition to the on-campus interview, clinical candidates will also be interviewed by personnel at the clinical practice site. The candidate selected for clinical faculty positions must be acceptable to both the college faculty and the institution at which the practice site is located.

3.16 Emergency Faculty Hires
All faculty hired under emergency need situations as defined below will be hired at the rank of instructor unless there is clear evidence (e.g. higher rank at a previous institution) supporting a higher initial rank.

Emergency faculty hires include those hires related to an immediate need in the college that, because of timing, could not reasonably be filled with a traditional search. These are hires for open faculty lines and do not include individuals hired for a specific period of time (such as for covering a sabbatical leave). Declaring an “emergency need” will be based on a majority vote by the faculty in the department responsible for the faculty line and must be approved by the Dean.

3.2 Faculty Workload

3.21 Workload Assignments
Teaching workload models are defined by the department chair in collaboration with department members. Individual faculty workloads are then determined in conjunction with the department chair based on the departmentally endorsed teaching workload model. Equitable workload assignments include teaching, scholarship, and service. Faculty may obtain a copy of the current workload models from their department chair. Working premises regarding the establishment of workloads in the departments are:

1) Delivery of the curriculum (courses, topics and experiences including experiential education) is a priority.
2) Workloads need to be equitable for faculty of all ranks.
3) Given the variety of courses and experiences in our College’s programs and departments and the needs of the university (FYS, Honors, AOI’s, Service Learning), a singly defined or standardized teaching load is not possible. Teaching loads and assignments need to reflect the curricular outcomes, be flexible, and reflect all types of education practices within the college.
4) Faculty must have opportunities to develop for promotion and tenure. Faculty must participate in teaching, scholarship and service.
5) Faculty must be adaptable to changes in the curriculum and to new teaching practices.
6) Senior faculty are likely to assume greater leadership and mentoring roles.

3.22 Workload expectations

A. Teaching
1) Teaching is a core focus for faculty, the College, and the University.
2) Teaching is valued in all formats and includes didactic, recitation, practicum, experiential and undergraduate research.
3) All faculty must be deemed excellent in teaching.
4) Workload must be equitable, allowing each faculty member the opportunity to demonstrate excellence

B. Scholarship
1) Scholarship is required of a faculty member and is strongly supported by the College.
2) Regardless of rank, time and effort must be devoted to this activity and should be comparable among those in a given track (tenure or non-tenure).
3) Expectations and productivity may be different depending on rank and departmental model.

C. Service
1) Service is important as a means to govern and improve the academy and the professions.
2) Service includes college, university, professional and community service
3) Each faculty member is required to provide some level of service
4) Service requirements are expected to increase as a faculty member progresses through the ranks
5) A faculty member should not expect a significant change in workload in other areas when higher levels of service are needed or sought.

3.3 Faculty Responsibilities

3.31 Teaching. The teaching load of each faculty member is determined by a number of factors, which include, but are not limited to, the following: disciplinary expertise, commitment to research/scholarly activity, and administrative responsibilities.

3.311 Teaching Loads.
Assignment of teaching responsibilities is the primary responsibility of the appropriate department chair in consultation with individual faculty members and the dean. Although the College encourages faculty to develop courses for non-College programs (e.g., Honors Program), these types of courses should be approved by the appropriate department chair, and if appropriate, the applicable University committee prior to the submission of any such course proposals. College approval of such course offerings by faculty shall be contingent on the programmatic needs and personnel resources of the College.

3.32 Academic Advising. Advising responsibilities for faculty are assigned by the Associate Dean for Academic and Student Affairs in collaboration with the appropriate department chair. Faculty members may also be asked to serve as advisors to various student professional organizations. The college has approved an advising survey for use with students to evaluate advising and mentoring provided by college faculty. The purpose of this survey is for quality improvement of advising and mentoring. Results are not a required element of promotion and tenure portfolios.

3.33 Service Responsibilities. Each faculty member may be asked to serve on university, college, or department committees. Assignment to college and/or department committees is a joint responsibility of the dean and department chairs. Although each faculty member is expected to assume a fair share of service activities, every attempt shall be made to ensure that service responsibilities do not detract from faculty members’
commitment to teaching and research/scholarly activity. The College definition of service is provided in Appendix H.

3.34 Professional Activity. The College encourages faculty to participate in professional organizations, community service, and outside consulting activities. Although these activities represent private activities of individual faculty members and are not subject to University regulation, it is expected that the extent of these activities will not interfere with a faculty member's ability to effectively discharge his/her University responsibilities. Refer to section 2.6 for required communication of these activities.

3.35 Consulting and Outside Activity*. The University endorses consulting activities by faculty members. In general, consulting activities should not exceed one in five days per week. Faculty members desiring to engage in consulting activity must have the permission of the appropriate department chair and/or dean. Each faculty member must report, in writing, on an annual basis the nature and extent of all consulting activities and other outside professional activities to the appropriate department chair. Normally, the information concerning these activities would be included as part of the annual activity report submitted by faculty. Refer to the University faculty handbook section: http://www.drake.edu/academics/policies/pdf/other.pdf

*All outside activities are governed by section 3.543, Nov. 1997 of the Drake University Faculty Manual.

3.4 CPHS Guiding Principles for Work/Life Balance
The College of Pharmacy and Health Sciences faculty endorsed these Guiding Principles on June 29, 2011 as a proactive stance on maintaining a balance of professional work, family, and renewal for meaningful personal and professional lives for faculty and staff.

3.41 Communications.
1. All emergency communications (communications mandating an immediate response or action) should be completed either in person or by telephone.
2. Our culture values an open-door approach to community. However, if an office door is closed, recognize this as an unspoken message that focused work is being completed and should not be interrupted unless it is an emergency.
3. All members of the College community respect each other and the need for all to focus on their work. Hallway conversations should be conducted in true hallways rather than directly across from faculty offices or in staff workspaces.
4. All communication is to be completed in a professional manner. The honor code applies to all faculty and staff.

3.42 Email.
1. Members of the College community are requested to check their email twice daily such as once in the morning and once in the afternoon. It is recommended that you close your email client unless it is your scheduled time to check email to facilitate in person work and project completion.
2. All members of the College community are committed to respond to email in a timely manner (2 business days). Emails, telephone calls or office visits to follow-up on an unanswered email may occur after 2 business days. Exceptions will be made for scheduled professional or personal absences or circumstances that prohibit routine email access (i.e. international travel).
3. No member of the College community is expected to acknowledge or return emails in the evenings, on the weekends or during holidays.
3.43 Meetings.
1. The College Faculty Meetings will be announced at the start of each term period (fall semester, spring semester and summer). These times will be determined based upon the teaching commitments of faculty and will be limited to one hour.
2. All College committees are encouraged to circulate an agenda 1 week prior to the meeting unless the individuals involved agree to another time frame (the point is to allow members enough time to prepare). Meetings should address items on the agenda and address other items if time allows.
3. All meetings should start on time and end on time.
4. All meeting participants should commit to prepare by reading the materials and reviewing the agenda prior to the meeting.
5. No synopsis of preparatory materials will be provided during the meeting.
6. When appropriate, meetings will be run strictly using Roberts Rules of Order. Full attention will be given to the meeting with all members being present and participatory. This means that we give our undivided attention to the situation at hand and will refrain from side conversations, checking email or cell phones or completing other work. Emergencies necessitating this type of action occur rarely. If necessary, individuals are encouraged to excuse themselves from the meeting or conversation to deal with urgent issues.
7. College committee meeting should end with an action plan for work to be completed prior to the next meeting. This action plan should include what must be completed, who is responsible for completing that activity, and the form that the report back to the committee will take.
8. It is recommended that one member of the college committee be identified at the beginning of each meeting to take minutes. Minutes will be distributed to all members and copied to the Dean’s assistant preferably within 1 week of the meeting for placement on the server.

3.44 Work Commitment.
1. Our culture values an open-door approach to community. However, the University faculty manual requires faculty to have explicit office hours. All faculty are highly encouraged to schedule and publicize office hours. This approach provides a specific time frame to accommodate student learning needs, advising appointments, and mentoring functions. This time can be “blocked” on the faculty member’s schedule. When there are no student needs to be met, this time is freed up to work on other priorities.
2. In order to provide adequate time for scholarship and research and to prioritize it for career success, all faculty are highly encouraged to schedule time for research/scholarship meetings. Faculty cannot choose to override their teaching commitments. Likewise, faculty should not be asked to override their scholarship/research commitments.
3. All members of our College community are encouraged to evaluate their professional service commitments to the University and/or their practice sites. Professional committee service to the University, profession or to practice sites (committees or project groups) should be balanced with a faculty member’s other responsibilities.

3.45 Renewal.
1. Members of our College community are encouraged to “take a short break” every 90 minutes throughout the day for renewal.
2. Members of our College community are encouraged to take time away from their desk for lunch or exercise.
3. All members of our College community should take their vacation. Faculty and staff should be cross-trained as necessary to provide for smooth continuous service to constituents during vacations and leaves.
4. Members of our College community are encouraged to take sabbaticals when they are eligible.

3.5 Appointment, Evaluation, Promotion and Tenure Policies

PREAMBLE

The Drake University Academic Charter states that the “Faculty of Instruction shall include full-time University personnel engaged in teaching and research having the rank of Instructor, Assistant Professor, Associate Professor or Professor and not primarily engaged in administration.”

The major role of Faculty in the CPHS is to support the mission of the college by providing “…excellence and leadership in professional education, service, and scholarship.” A prerequisite to fulfill these roles is the recruitment, development, and retention of a distinguished faculty. Faculty status, including appointments, promotions and the granting of tenure is a joint responsibility of the faculty and college administration. These policies are established to assist the faculty in professional development and promotion. These policies were developed under the auspices of the Drake University Faculty Manual and do not supersede the provisions of the Faculty Manual.

Appointment, retention, and promotion of faculty are crucial decisions that affect the life of the university and faculty member. Promotion and tenure are not to be conferred on a faculty member because of the accumulation of a certain number of years of service. Rather, they are earned advancements granted to those who demonstrate and are likely to sustain appropriate levels of professional accomplishment. Accordingly, applicants are required to demonstrate the reasons that they deserve promotion and tenure, rather than the university being required to show the reasons that they do not.

3.51 New Faculty Selection and Appointment Criteria

Appointment procedures for all ranks and types are outlined in Section 4.1 of the Drake University Faculty Manual.

3.511 Background

The minimum eligibility requirements for faculty positions shall be a degree in a discipline needed to support the role and mission of the College of Pharmacy and Health Sciences. Faculty members may be appointed without a terminal degree in exceptional circumstances with documented accomplishments in teaching, research, work experience, and/or service or through adherence to the Emergency Faculty Hires appointment process. (See CPHS Faculty Handbook, Section 3.16)

The Dean shall establish a faculty position as either tenure track or non-tenure track. A new faculty member shall be assigned an appointment at the rank of instructor, assistant professor, associate professor or professor. (See criteria in this section) With the exception of appointments clearly limited by the terms of the contract, all regular appointments to the faculty are either: (1) probationary, tenure track, (2) appointment with continuous tenure, or (3) consecutive term appointment (non-tenure track). Throughout the remainder of this document consecutive term appointment and non-tenure track appointment will be considered synonymous terms. Consecutive term appointments...
(non-tenure track) are renewable on an annual basis until promotion to Associate Professor. Subsequently, and after successful promotion to Associate Professor, consecutive term appointments are renewed every three years until retirement unless (1) the faculty member resigns, or (2) the University gives notice of intent to terminate or dismiss for one or more reasons described in the Drake University Academic Charter. Appointments of tenured faculty are automatically renewed annually until the faculty member reaches retirement unless (1) the faculty member resigns, or (2) the University gives notice of intent to terminate or dismiss for one or more reasons described in the Academic Charter. For faculty hired at a higher rank than Assistant Professor, the probationary period shall be negotiated with the Dean.

The criteria for initial appointment to any rank shall be based upon the candidate’s record of previous credentials or potential record of: (a) quality teaching, (b) scholarship and (c) service. For most appointments, an earned doctorate or terminal degree is required. Exceptions to this requirement may be made upon the recommendation of the Dean. A new faculty member with previous appointment-relevant experience must meet qualifications for the rank defined by the College.

In addition, the following minimum qualifications are established for initial appointment at each rank:

A. Instructor
   The rank of instructor should be used for faculty who do not possess the qualifications for initial appointment to assistant professor.

B. Assistant Professor
   For initial appointment at the rank of assistant professor, a faculty member should possess an earned doctorate or terminal degree or have been granted an exception to this requirement upon recommendation of the Dean.

C. Associate Professor
   For initial appointment at the rank of associate professor, a faculty member should (1) meet the requirements for appointment to assistant professor, (2) have demonstrated excellence in teaching, and (3) demonstrate commensurate experience in scholarship and service at the level expected for College faculty promoted to this rank.

D. Professor
   For initial appointment at the rank of professor, a faculty member should (1) meet the requirements for appointment to associate professor, (2) have demonstrated excellence in teaching, and (3) demonstrate commensurate experience in scholarship and service at the level expected for College faculty promoted to this rank.

3.5.12 Tenure-Track and Tenured Appointments

Tenure is an attainment by those who have demonstrated the qualifications required for acceptance as a permanent faculty member. It is a significant career recognition extended by the University. The quality of universities and their programs are inextricably linked with their tenure decisions. Since the awarding of tenure requires an assessment balancing the quantitative and qualitative efforts of the candidate, no formula defining a set number of publications, amount of service, or other objective measures has been established by the College.

The conferring of tenure implies commitments from both the university and the faculty member. The university provides academic freedom and the security of a permanent contract that permits faculty to fulfill their responsibilities, pursue their scholarly interests, and attain their professional goals. Tenured faculty are committed to remain abreast of developments in their fields and to apply these to their teaching, lead students to master
subject matter, take leadership in the production of scholarship in their disciplines, and serve their institution and professions.

3.513 Consecutive Term Appointments
A consecutive term appointment to any rank demonstrates that the faculty member has the qualifications necessary to support the mission and goals of the College and University. Appointment to the faculty grants membership into a community of professionals, persons with parallel standards of integrity and parallel commitments to scholarship.

Appointment to a consecutive term appointment implies commitments on the part of both the university and the faculty member. The university provides an environment that supports faculty as they fulfill their responsibilities, pursue their scholarly interests, and attain their professional goals. Consecutive term faculty are committed to remain abreast of developments in their fields and to apply these to their teaching, lead students to master subject matter, contribute to scholarship in their disciplines, and serve their institution and professions.

All faculty, regardless of rank or tenure status, are expected to contribute to the governance of the university and the achievement of university, college, and departmental goals. To do this they must be able to work effectively within the university community. The university and its faculty are equally obligated to meet their respective commitments.

3.514 Probationary Period

3.514.1 Initial Tenure-track appointments
Initial tenure-track faculty appointments will, in general, be made on a probationary basis. Beginning with appointment to the rank of assistant professor or higher, the probationary period should not exceed the equivalent of seven full-time years of service. This is subject to the provision that when, after three or more years of probationary service at one or more institutions, it may be agreed in writing that the new appointment at Drake is for a probationary period of not more than the equivalent of four full-time years of service. (Academic Charter of Drake University, Section V. Conditions of Academic Tenure). The Dean will have the authority to negotiate, within existing University policy, the level of appointment for faculty with prior tenure or other relevant experience.

First year tenure-track faculty members who are not being reappointed must receive a final decision by March 1, per AAUP standards. Recommendations regarding reappointment or non-reappointment of first-year tenure track faculty must be made by the department chair, in accordance with established college procedures, and submitted to the Dean and the faculty member no later than February 15th. Appeals from the faculty member to the Dean must be submitted by February 22 for consideration prior to the March 1 notification date. (updated May 9, 2016)

Second year tenure-track faculty members who are not being reappointed must receive a final decision by December 1st, per AAUP standards. Recommendations regarding reappointment or non-reappointment of second year tenure-track faculty must be made by the department chair in accordance with established college procedures, and submitted to the Dean and the faculty member no later than November 16. Appeals from the faculty member to the Dean must be submitted by November 22 for consideration prior to the December 1st notification date. (updated May 9, 2016)

In all cases the faculty member should have the equivalent of at least six full-time academic years of tenure-relevant experience before receiving tenure. Tenure relevant experience is counted only for service at the rank of assistant professor or above. The letter of appointment should specify the years of previous tenure-relevant experience.
At the discretion of the Dean, a faculty member with previous tenure-relevant experience may be assigned a probationary period or be evaluated with tenure prior to starting his/her appointment. The faculty member will undergo a formal review with respect to tenure as defined in the letter of appointment. At minimum, the faculty member will be required to submit a CV with an abbreviated narrative addressing teaching, scholarship, and service; however, all promotion and tenure pieces of evidence usually required by the College are preferred. After this formal review, the faculty member will be notified that he/she will be awarded either a one-year terminal contract or tenure. (updated June 8, 2016)

In cases of very special merit, and only then with review and recommendation by the Promotion and Tenure Committee and the Dean, and with the approval of the Provost, President, and Board of Trustees, tenure may be awarded at any time before the expiration of the full probationary period.

The faculty member is eligible, when experiencing a life event as defined by the Academic Charter, to request a one-year extension of their tenure probationary period (Academic Charter of Drake University, Section V Conditions of Academic Tenure: https://www.drake.edu/media/departments/offices/academics/division/migrated/assets/policies/Charter.pdf).

3.5142 Initial Consecutive Term Appointments
Initial consecutive term appointments (non-tenure) track are renewable on an annual basis. A consecutive term appointment may continue as long as the annual contract is renewed by the college. The Dean will have the authority to negotiate, within existing University policy, the level of the initial appointment for faculty with prior non-tenure or other relevant experience. The initial letter of appointment should specify the years of previous promotion-relevant experience.

In cases of very special merit, and only then with review and recommendation by the Promotion and Tenure Committee and the Dean, and with the approval of the Provost, President and Board of Trustees, promotion may be awarded at any time.

3.52 Evaluation, Promotion and/or Tenure Procedures
Each faculty member must show that promotion and/or tenure is deserved by providing evidence of effective teaching, scholarship, and service, as well as the promise of continued professional growth to the College and University into the future. Probationary faculty members will be evaluated by their Department Chair annually and by the College Promotion and Tenure Committee at the time of their pre-tenure and/or pre-promotion review. These evaluations shall cover the candidate’s professional growth and development including teaching performance, scholarly productivity, and service to their profession and the College/University. The purpose of the pre-tenure and pre-promotion reviews is to measure the faculty member against the criteria for promotion and/or tenure and make recommendations that will assist the faculty member in preparing for further review. Any deficiencies noted will be communicated in writing to the faculty member to allow correction of the deficiency in preparation for actual formal review. A copy of this report will be placed on file with the appropriate department chair and the Dean.

The following represents the standard minimum time requirements for eligibility for promotion, for both tenure-track and consecutive term appointments. These timelines may differ for faculty who have a reduced probationary period or in cases of very special merit as previously described.

A. From Instructor to Assistant Professor
An instructor is eligible to apply for promotion to a consecutive term assistant professor appointment after completion of the equivalent of two full-time years of service.

B. From Assistant Professor to Associate Professor
An assistant professor is eligible to apply for promotion to associate professor after completion of the equivalent of five full-time years of service at the rank of assistant professor. Consecutive term faculty are granted three years rolling appointments after promotion to associate professor and beyond.

C. From Associate Professor to Professor
An associate professor is eligible to apply for promotion to professor after completion of the equivalent of five full-time years of service at the rank of associate professor.

To be considered for tenure, a faculty member must first be appointed to a tenure-eligible position and hold the rank of at least assistant professor. Since the probationary period for tenure-track faculty may or may not be concurrent with the probationary period for promotion (especially in cases when appointment to a tenure-eligible position occurs after beginning the process of promotion to associate professor or professor), the granting of tenure may or may not result in concurrent promotion to the next higher rank. In all cases, the faculty member’s letter of initial appointment from the Dean shall specify the general timelines for eligibility for promotion and/or tenure.

3.521 Procedure for transitioning from consecutive term to tenure-eligible faculty status
If the College has a tenure-track position available, faculty members with consecutive term (non-tenure) appointments may be transitioned to tenure-eligible status. To be considered for transition from non-tenure to tenure-eligible status, the faculty member must submit a letter to the College Promotion and Tenure Committee describing the rationale for transitioning to tenure-eligible status, preferably by May 15. A dossier typical of a pre-tenure or pre-promotion review must also be submitted. After receipt of these materials, the committee shall solicit a letter of support/non-support from the candidate’s Department Chair. The committee, upon review of these documents, shall make a recommendation to the Dean. The Dean will then forward a recommendation to the Provost as to whether the candidate may transition to tenure-track status and on what terms (i.e., length of probationary period). The Provost must approve the change to tenure-track status. (updated June 8, 2016)

3.522 Process to Apply for Tenure after the Approved Change to Tenure-Track Status
Following the transition to a tenure-track line, the candidate will submit a dossier in accordance with section 2.54. If an individual has previously been reviewed for promotion to associate professor or professor, the prior dossier with external reviews, peer teaching reviews, student review committee and department chair reports may be submitted along with updates and evidence supporting tenure are specified in 3.54. (updated June 8, 2016)

3.523 Procedure for Pre-promotion and/or Pre-Tenure Review
The purpose of this review is to measure the faculty member against the criteria for promotion and/or tenure and make recommendations that will assist the faculty member in preparing for further review. The Department Chair will provide written notification by May 15th to each promotion and/or tenure-eligible faculty member who has completed the equivalent of two full-time years of his/her probationary period that he/she will have a pre-tenure or pre-promotion review the following academic year. If a faculty member received credit toward tenure or promotion at the time of their initial appointment, the timing of the pre-tenure and/or pre-promotion review will be negotiated between the
faculty member and the Dean at the time of the initial appointment. A pre-tenure/pre-promotion review timeline and checklist are in Appendix G of this document.

This review will be completed during the following academic year by faculty eligible to serve on the College Promotion and Tenure Committee. The Pre-Promotion/Pre-Tenure review team or teams will consist of four faculty members with equal representation from each department that comprises the College. The Dean will determine the need for these teams and will select membership based on input from the Department Chairs. Participation on the College Promotion and Tenure Committee does not necessarily exclude assignment to the Pre-Promotion/Pre-Tenure Teams.

The candidate will be requested to prepare an abbreviated electronic dossier consisting of their CV, statements of teaching, scholarship and service philosophies and goals, a maximum of two examples of their accomplishments in these areas, and yearly teaching (didactic and experiential) evaluations (e.g. the yearly summary IDEA evaluations given to faculty for each class they teach and E-value evaluations—may exclude student comments.) This abbreviated dossier is due to the dean’s office by January 31st. The dean’s office will provide access to the materials to the Pre-Promotion/Pre-Tenure committee. This abbreviated electronic dossier will be a maximum of 15 pages, double-spaced, 12 point font, not including the curriculum vitae, examples of accomplishments and teaching evaluations.

The committee shall review the dossier and provide an electronic report to the faculty member before the end of the academic year. A copy of this report will be filed with the appropriate Department Chair and the Dean. (section revised and approved at faculty meeting January 28, 2011.)

3.524 Procedure for Promotion and/or Tenure Review

All documents, letters and dossiers mentioned in relation to promotion and tenure review must be electronic, unless otherwise noted. Procedures are the same whether the candidate is seeking promotion, tenure, or promotion with tenure.

The Office of the Dean will notify all promotion and/or tenure-eligible faculty members with a letter by September 1st of their eligibility to be considered for promotion and/or tenure during the following academic year. The correspondence with the faculty member should include a statement of the consequences of not applying for promotion and/or tenure. The Dean will ask all faculty members being considered to prepare a dossier as described below. Faculty members applying for promotion and/or tenure must provide a letter of intent to the Dean by May 15th. Faculty members will submit their dossier to the Dean by September 1st of the following year.

The remainder of the promotion and/or tenure review process is described later in this section.

Once a request for promotion and/or tenure has been submitted to the Dean, it must be allowed to proceed through the complete review process unless it is withdrawn by the candidate. Candidates for promotion and/or tenure have the right to withdraw their applications from consideration at any time prior to formal University action. For purposes of withdrawal of the candidate’s application, formal University action shall be defined as the time at which the President submits a final recommendation to the Board of Trustees.

3.53 Promotion and Tenure Committees
3.531 Department Promotion and/or Tenure Committee.

The Department Promotion and Tenure Committee will consist of: 1) all tenured faculty members in the candidate's department in the case of tenure decisions, or 2) all faculty in the department who hold equal or higher academic rank in the case of promotion decisions without simultaneous tenure. Department chairs are not eligible for membership on the department promotion and/or tenure committee. The committee shall select a chairperson from among its members, who shall be a voting member of the committee. If the department in which the candidate is appointed has fewer than three (3) faculty members who are tenured or who hold academic rank equal to or higher than the candidate in the case of promotion, the recommendation for or against promotion and/or tenure will lie solely with the College Promotion and Tenure Committee. Any department member with a conflict of interest with candidate/s for promotion and/or tenure in the department/college needs to request exclusion from service with the Department Chair. The final decision will rest with the Department Chair in consultation with the Dean.

The Department Promotion and Tenure Committee will have access to these documents for their review:

- The complete dossier submitted by the candidate
- Reports from the Teaching Review Team Members
- Report from the CPHS Student Evaluation Committee
- Reports from External Reviewers

The Department Promotion and Tenure committee is formed and holds an organization meeting by October 1st. The candidate’s dossier will be made available to the Department Promotion and Tenure committee in a timely manner with all documents made available by October 1st. (updated June 8, 2016)

The Chair of the Committee shall be responsible for preparing the committee’s report. All committee members shall vote to recommend or not recommend a candidate for promotion and/or tenure. A tie vote shall be considered a negative recommendation. The report shall clearly describe the rationale for the Committee’s decision addressing teaching, scholarship and service; include a statement of the numerical committee vote to recommend or not recommend promotion and/or tenure; and signatures of all committee members.

The Chair of the Department P & T committee is responsible for forwarding the initial report to the candidate by October 21st. At this time, a copy of the department promotion and/or tenure recommendation (minus the numerical vote of the committee) and copies of all reports reviewed by the committee (i.e. reports of teaching review team members, reports from external reviews, and the report of the CPHS Student Evaluation Committee) will be provided to the candidate with written communication to each provider (the Chair of the Dept. committee as well as the Dean or Dean’s designate). Written notification from the candidate must also be received by the Dept. P & T Committee Chair accepting the report or requesting a hearing within 7 calendar days of receipt of the report. If the candidate requests a hearing, it must be held within 7 calendar days of the candidate’s request. (updated June 8, 2016)

The Chair of the Department Promotion and Tenure Committee will submit their final written report including the numerical vote of the committee to the Dean by November 15th. The Chair of the Department Promotion and Tenure committee will submit their final written report minus the numerical vote of the committee to the candidate by the November 15th deadline as well.
3.532 College Promotion and/or Tenure Committee.
The College Promotion and Tenure Committee will consist of six (6) faculty members holding the rank of Associate Professor or above with equal representation from each department that comprises the College. Department chairs are not eligible for membership on the committee, except that a department chair may serve when an insufficient number of department members meet rank and/or tenure requirements and the department chair meets these requirements. The Dean will appoint the members of the committee to serve a one-year (academic calendar) term. In the case of promotion with simultaneous tenure, each member of the committee will hold a tenured appointment in the College. In the case of promotion from the rank of Associate Professor to Professor, the committee will consist only of those faculty members holding the rank of Professor. The committee shall select a chairperson from among its members, who shall be a voting member of the committee. Any faculty member eligible for service on the College Promotion and/or Tenure Committee with a conflict of interest with candidate/s under consideration in the college need to request exclusion from service with the Department Chair and Dean. The final decision will rest with the Dean in consultation with the Department Chair.

The College Promotion and Tenure Committee is formed and holds an organization meeting by November 15th. The candidate’s dossier will be made available to the College Promotion and Tenure committee in a timely manner with all documents made available by November 15th. (updated June 8, 2016)

The College Promotion and Tenure Committee will base their review on the following documents:

- The complete dossier submitted by the candidate
- Reports from the Teaching Review Team Members
- Report from the CPHS Student Evaluation Committee
- Reports from External Reviewers
- Report from the Department Chair
- Report from the Department Promotion and Tenure Committee

The Chair of the College Committee shall be responsible for preparing the committee’s report. All committee members shall vote to recommend or not recommend a candidate for promotion and/or tenure. A tie vote shall be considered a negative recommendation. The report shall clearly describe the rationale for the Committee’s decision addressing teaching, scholarship and service; include a statement of the numerical committee vote to recommend or not recommend promotion and/or tenure; and signatures of all committee members.

The Chair of the College P & T Committee is responsible for forwarding the initial report to the candidate by December 10th. At this time, a copy of the college promotion and/or tenure recommendation (minus the numerical votes) will be provided to the candidate by the Chair of the committee and the report of the department chair will be provided to the candidate by the dean or the dean’s designate. The candidate must send written notification that both of these items have been received. A letter from the College P & T committee’s chair will accompany the college’s initial recommendation requesting communication from the candidate accepting the report or requesting a hearing. The response from the candidate to the College P & T Committee Chair must state acceptance of the report or request a hearing within 7 calendar days of receipt of the report. If the candidate requests a hearing, it must be held within 7 calendar days of the candidate’s request. (Updated June 8, 2016)

The Chair of the College Promotion and Tenure Committee will submit their final written report including the numerical vote of the committee to the Dean by January 15th. The
Chair of the College Promotion and Tenure Committee will submit their final written report (minus the numerical vote of the committee to the candidate by January 15th as well.

3.54 Documents for Promotion and/or Tenure Evaluation

3.541 Promotion and/or Tenure Dossier
As part of the application process, the candidate shall prepare and submit one complete dossier and one abbreviated dossier to the Office of the Dean. The Dean shall maintain the one complete dossier to be shared electronically with the Department Promotion and Tenure Committee and with the College Promotion and Tenure Committees. The abbreviated electronic dossier will be maintained by the Office of the Dean and will be shared appropriately with each of two external reviewers. The abbreviated dossier is provided to external reviewers and consists of the candidate’s narrative, CV and three representative samples of scholarship. The following guidelines are designed to assist candidates in preparing the complete dossier materials in a format that enables all involved in the process to review their record fully and fairly.

3.542 Guidelines for Preparing the Promotion and/or Tenure Dossier
The candidate is asked to prepare a dossier. Dossier guidelines are the same whether the candidate is seeking promotion, tenure, or promotion with tenure. The complete copy of the dossier MUST include all items designated by capital letters and Arabic numerals on the checklist (Appendix H). The dossier should be subdivided into sections as identified in the checklist by capital letters. All dossier items specifically identified by the checklist should be submitted electronically, except for some items in the appendices as appropriate. Faculty who are applying accomplishments completed at other institutions of higher learning toward promotion and/or tenure should insert them within the appropriate categories under C, D and/or E below, identifying the institution, the date, and purpose of inclusion, where applicable. To support the application, it is useful to provide sufficient documentation from the period under review in appendices to the dossier. Documentation should appear in appendices in the order in which the items are mentioned in the narratives. If necessary, some items in the appendices may be submitted in hard copy in a binder. Any submitted hard copy appendices will be maintained by the Office of the Dean while the candidate is under consideration and will be returned upon completion of consideration.

A. INTRODUCTION
The candidate should use this opportunity to provide an introductory statement in support of his or her candidacy for either promotion and/or tenure.

B. CURRICULUM VITAE

C. EVIDENCE OF TEACHING QUALITY
1. Statement of teaching goals and philosophy:
   Describe your pedagogical practices and link these to your teaching philosophy as evidenced in your course assignments, exams, and classroom activities.

2. Evidence supporting teaching quality and excellence: (See also Criteria to Evaluate Teaching in this section of Faculty Handbook, Section 3.561)
   a. Summarize course titles, credit hours, and enrollments for the courses during the years leading to the promotion and/or tenure review (for promotion, materials from the previous five years will be sufficient). Address motivation for offering the courses and link to the College’s educational outcomes.
b. Supporting materials for Appendices should include syllabi, and representative handouts, assignments, and assessment of student learning for the courses. Candidates should select only those materials that represent their best work for a particular course.

c. Student evaluations of teaching: Submit summative data on student evaluations for each course, lab, or experiential course described above, provide comparative changes in key criteria on the IDEA center or PEMS evaluations over time, and provide a summary of changes made in response to these evaluations. Include the evaluations in the appropriate Appendix. Student evaluations are intended to represent only ~30% of the total assessment for promotion and/or tenure.

d. Other supporting materials: Briefly describe and include any feedback from others who have formally or informally evaluated your teaching. Include these evaluations in the appropriate appendix.

3. Advising and Mentoring
Advising and mentoring students are valuable activities. The goal of academic advising is to facilitate the student’s adjustment to and development within the academic environment. Mentoring includes activities to facilitate entry into a profession or career and is weighted more heavily than advising. Issues that might be addressed in describing your mentoring and advising include:

a. Indicate number of advisees and the general philosophy that guides your advising activities. Formal advising assignments vary greatly. If advising is not a part of your stated responsibilities, please state this in this section as well and what responsibilities you might have for advising in the college.

b. Indicate approximate number of students whom you have mentored. Provide examples of ways in which you acted as a mentor. Provide evidence of the quality of your mentoring activities in the appropriate appendix.

c. The candidate should reflect on the quality and quantity of their mentoring/advising activities. The candidate should address relatively weak as well as particularly strong areas. Highlighting the strengths of this area and weaknesses (along with strategies to improve them) provides reviewers with a gauge for potential future success in each area.

4. Self-evaluation and personal reflection on teaching.
The candidate should reflect on how their course content and/or teaching strategies have evolved over time. The candidate should also critically address relatively weak as well as particularly strong teaching evaluations. Provide reviewers with a plan for potential future success in this area.

D. EVIDENCE OF ACHIEVEMENT IN SCHOLARLY ACTIVITY

1. Statement of scholarship goals and philosophy:
Summarize the focus and direction of your scholarly or creative work.

2. Evidence supporting scholarly activity (See also Criteria to Evaluate Scholarly Activity in this section of Faculty Handbook, Section 3.562)
a. Ensure that the CV is current regarding publications. For each, provide a short sentence on your role in the publication. For situations where publications are either “submitted” or “in press”, provide dates of submission or projected
publication. Include such works in the appropriate appendix. “In preparation” works should not be included in this section.

b. Ensure that the CV lists contributions to professional meetings such as oral and/or poster presentations. Group the presentations according to national or local/regional meetings and describe the audience for the presentation. Include representative copies of presentations in the appropriate appendix.

c. Grants, Contracts, or Fellowships: Provide the overall goal(s) and specific aims of each and describe the progress made. Provide documentation in the appropriate appendix.

3. Self-evaluation and personal reflection on scholarly activity. The candidate should reflect on how the quality and quantity of their scholarly activities and their focus has evolved over time. The candidate should also critically address relatively weak as well as particularly strong areas. Provide reviewers with a plan for potential future success in this area.

E. SUMMARY OF APPLICANT’S SERVICE TO THE DEPARTMENT, COLLEGE, UNIVERSITY, AND PROFESSION

1. Statement of your philosophy of University, College, professional, and community service.

2. Evidence of service (See also Criteria to Evaluate Service in this section of Faculty Handbook. Section 3.563) Describe service activities consistent with your philosophy and give selective examples. Include representative materials in the appropriate appendix.

3. Self-evaluation and personal reflection on service activities. The candidate should reflect on the quality and quantity of their service activities. The candidate should address relatively weak as well as particularly strong areas. Provide reviewers with a plan for potential future success in this area.

F. SUMMATIVE SELF-EVALUATION AND CONCLUDING REMARKS FOR REASONS WHY PROMOTION AND/OR TENURE IS WARRANTED

G. APPENDICES

These materials should be organized to correspond to items A through H as listed above and are easily identified as such. These supporting materials should be submitted electronically if possible. If hard copies are submitted they must be appropriately labeled to correspond to references in the electronic documentation. It is the responsibility of the faculty to prepare their electronic dossier in compliance with the outline contained in this policy. (See Instructions and Checklist for Candidates Submitting Tenure and/or Promotion Dossiers Appendix H.)

3.543 Teaching Review Team Reports

The College of Pharmacy and Health Sciences has established excellence in teaching as a necessary consideration for award of tenure and/or promotion. Peer review of teaching is a necessary component of documenting teaching excellence. Peer reviews of teaching are formally organized once the candidate has been notified of eligibility for review by the Dean the year prior to the submittal year. The candidate must inform the department chair, by Jan 1 of the submittal year, of his/her intent to be reviewed, so that teaching review teams can be formed and complete their work in a timely manner.
To provide for peer review of teaching, the dean, in consultation with the appropriate department chairs, shall appoint a two person teaching review team for each candidate for tenure and/or promotion. Whenever possible, the team should consist of faculty who have minimally attained the rank sought by the candidate and should be representative of the college departments. For tenure decisions, at least one member of the review team shall be a tenured faculty member.

Each member of the teaching review team shall submit an electronic letter of evaluation of the candidate’s teaching directly to the Dean of the college by Oct. 1st of the submittal year. The teaching review team members will use the criteria described in section 3.562 as a guide for evaluating the candidate’s teaching. These reports will be part of the information considered by the Promotion and Tenure committees when making their recommendations. The reports of the teaching review team members will be shared with the candidate as outlined in section 3.531.

In addition to the teaching review team members, members of the Promotion and Tenure committees may also elect to conduct classroom visitations for the purpose of evaluating the candidate’s teaching.

3.544 External Reviewers Reports
Two external reviewers will be sought from faculty at comparable rank and from institutions comparable to the College to the extent possible. External reviewers will be selected by the Dean with input from the candidate and the department chair. One reviewer shall be selected from a list provided by the candidate on a timeline to be determined by the dean. The other reviewer will be selected at the Dean’s discretion. Materials will be sent to the external reviewers in a timely manner such that their final reports are submitted to the Dean by Oct. 1st. The identity of all external reviewers will be kept confidential from the candidate; but shall be known to the Dean, the Department Promotion and Tenure Committee, the College Promotion and Tenure Committee, the Provost, and the President. The external reviews will become a component of the dossier as part of the evaluation process and will be made available to the candidate as outlined in section 3.531.

The Dean will provide each external reviewer:

A. A cover letter that describes the reviewer’s responsibility to evaluate the candidate according to the guidelines of the College and University
B. A copy of the College’s Promotion and Tenure Policy.
C. The candidate’s abbreviated dossier (narrative, CV, and three representative examples of scholarship)

3.545 CPHS Student Evaluation Committee Report
The college student evaluation of a faculty member being considered for tenure and/or promotion shall originate from a committee consisting of six students for each candidate. The students shall be selected from programs within the college. The students on the committee should be currently enrolled, or have previously completed, courses taught by the candidate, or be assigned to the faculty member as advisees. Students appointed to serve on such a committee will be selected utilizing input from the Dean’s Student Advisory Committee, students expressing interest in serving on such a committee, and students recommended by the candidate. The identity of all participating students will be kept confidential from the candidate; but shall be known to the Dean, the College Promotion and Tenure Committee, the College Promotion and Tenure Committee, the Provost, and the President. The dean shall appoint a chairperson for the committee from outside the College of Pharmacy and Health Sciences who shall be either a faculty member or an administrator.
Evaluation Criteria for use by the Student Evaluation Committee

The student committee will evaluate the faculty member being considered for tenure and/or promotion in the areas of teaching and, if applicable, advising. The student committee shall provide written evaluation using the following criteria:

Teaching

a. Course Content
   The quantity and content of material presented in class was sufficient and was appropriate to the students' knowledge base and experience.

b. Organization
   The course material was arranged and presented in a systematic and organized fashion using examples, cases, and problems for clarification when appropriate.

c. Presentation
   The presentation style included comfortable speaking rate, adequate volume, and an absence of annoying habits. Nonverbal communication (eye contact, degree of formality, and body movement) did not detract from the style.

d. Instructor-Student Interaction
   The student was made to feel a part of the course(s) through discussion, answering of in-class questions, and responsiveness of the instructor to signs of boredom or puzzlement. The faculty member is available for consultation outside the classroom. The faculty member respects students as professionals.

e. Evaluation Methods
   Knowledge and understanding of material covered in classroom presentations, readings, assignments, handouts, and other classroom activities were evaluated fairly.

Advising

a. The faculty member is accessible to students.

b. The faculty member demonstrates knowledge of college and university academic requirements and policies.

c. The faculty member is able to provide information about curricular options available to students.

d. The faculty member is concerned with, and interested in, students' academic and professional progress.

The report of the student evaluation committee is submitted directly to the Dean by October 1st by the Chair of the Student Evaluation Committee. The report is shared with the candidate as outlined in section 3.531.

3.546 Department Chair Report.

The respective Department Chair will provide to the Dean and the College Promotion and Tenure Committee an evaluation of the candidate that addresses any additional information from an administrative point of view which may be pertinent to the promotion and/or tenure review. The Department Chair’s report will be submitted directly to the Dean by Oct. 1st. The Dean/or dean’s designate will then provide the report to the College Promotion and Tenure Committee for evaluation of the candidate. The report will be shared with the candidate by December 10th as outlined in section 3.532. (updated June 8, 2016)

3.547 The Dean’s Report.

The Dean of the College shall independently review the candidate’s performance and credentials and shall review all required reports including the both Promotion and Tenure Committee reports. Based on the recommendations from the appropriate committees and his/her own evaluation, the dean shall arrive at a decision to recommend or deny tenure/promotion. If the dean determines that the candidate does merit
tenure/promotion, s/he shall forward the recommendation and supporting materials to the Provost who shall in turn make a recommendation to the President of the University. The President shall then submit recommendations to the Board of Trustees for action. The dean will inform each candidate of his/her determination on whether the candidate merits or does not merit promotion and/or tenure.

A faculty member may appeal a dean’s negative tenure decision to the provost. That appeal must be submitted within two (2) weeks of notification of the decision by the dean. The provost’s review will focus on issues such as violation of stated procedures, inadequate consideration, and violation of fundamental fairness. The provost will not reevaluate the quality of the faculty member’s work. In case of tenure denial at the university level the faculty member may pursue university appeals procedure as described in Section VI of the Academic Charter.

3.55 Timeline
The timetable for candidate review shall be in accordance with the Promotion and/or Tenure Flowchart included in Appendix I and the timeline in Appendix J.

3.56 Promotion and Tenure Criteria
Promotion and tenure in the College are closely related to the faculty member’s level of performance and professional contributions in the important areas of 1) teaching effectiveness, 2) professional and scholarly activity, and 3) service to the College, University and to the community. The performance criteria to be achieved for promotion and tenure shall be as follows:

A. Instructor to Assistant Professor (consecutive term appointment)
Candidates are required to demonstrate excellence in teaching. The candidate’s dossier must show promise for continued professional growth in teaching and the potential for development of scholarly activity and service.

B. Assistant Professor to Associate Professor (consecutive term appointment)
Candidates are required to demonstrate excellence in teaching. Acceptable levels of performance must also be demonstrated in both scholarly activity and service. Recognition of scholarly activity and service must be at least at the state or regional level. The candidate’s dossier must show promise for continued professional growth and development in teaching, scholarly activity and service.

C. Assistant Professor to Associate Professor (tenure-track, tenure granted outside of promotion in rank)
Candidates are required to demonstrate excellence in teaching. Excellence must also be demonstrated in either scholarly activity or service, with an acceptable level of performance in the remaining area. Recognition of scholarly activity and service must be at least at the state or regional level. The candidate’s dossier must show promise for continued professional growth and development in teaching, scholarly activity and service.

D. Associate Professor to Professor (regardless of tenure-track status)
Candidates are required to demonstrate excellence in teaching. Excellence must also be demonstrated in either scholarly activity or service, with an acceptable level of performance indicating significant growth and depth in the remaining area. The candidate’s dossier must provide evidence of national or international recognition within an area of his/her field, mentorship and/or contributions to the growth of other faculty in the College, and significant contributions to the College, University and their profession. The candidate’s dossier must show promise for continued professional growth and development in teaching, scholarly activity and service. (approved June 8, 2016)
3.561 Evaluation Criteria
The evaluation criteria are general guidelines and apply to full-time, regular part-time, and adjunct faculty in all disciplines within the college. The criteria are examples of achievements in certain activities or functions. They are not listed in order of significance and are not all-inclusive. Achievement within each activity will be evaluated both quantitatively and qualitatively. Considerable variability is possible based on annual workload assignments and recognition of special circumstances.

3.562 Criteria to Evaluate Teaching
Teaching excellence is a basic mission of the University, and therefore, all faculty are expected to demonstrate and maintain excellence as teachers. Evaluation of teaching takes into consideration the teaching history, i.e., the number of courses taught, the type and level of courses, and the number of times the faculty member has offered the course.

“Teaching occurs in the classroom, laboratory, and at clinical sites, during professional education programs, student advising sessions, and in informal settings involving teacher and student interactions, and is deemed effective when it includes:

- Fostering of student learning.
- Availability to students.
- Clear and concise presentation of concepts and their applications.
- Adherence to course objectives as defined by curricular mapping.
- Establishing and communicating expectations of student performance.
- Contemporary content.
- Equitable and appropriate evaluation of students’ work.
- Innovation and trendsetting approaches to instruction.
- Respect and empathy for students.
- The ability to communicate with students.”

Evidence for effective teaching may include, but not be limited to, the following:

- Assessment materials that show the extent of student learning such as scores on pre- and post-tests, term or reflection papers, lab or practicum exercises, IPPE or APPE activities, and sample work (e.g., portfolio of student’s work).
- Evidence of reflection, self-development and efforts to improve teaching effectiveness on an ongoing basis.
- Peer evaluation of the candidate’s classroom/practice site performance, course content and supporting materials.
- Student evaluations of the candidate’s classroom/practice site performance and course content materials.
- Syllabi with detailed information about course content and objectives, teaching methods, reading and homework assignments, and student evaluation procedures.
- Additional documentation may include, but is not limited to: portfolio evaluations, outside recognition of the teacher and the teacher’s students, instructional manuals or other pedagogical materials the instructor has developed, and evidence of fresh and creative approaches to the improvement of teaching.

3.563 Criteria to Evaluate Scholarly Activity
(The CPHS definition of scholarship is included in Appendix E.)

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3 Teaching Excellence Committee. Approved by CPHS Faculty 9/9/03
Scholarly Activity is divided into four areas: the scholarship of teaching, the scholarship of discovery, the scholarship of integration, and the scholarship of application (Boyer, 1990). Scholarship cannot be evaluated unless it is critiqued and reviewed by peers. The evaluation process includes peer review and self-assessment.

All faculty are expected to participate in scholarly activities as appropriate to their position, academic preparation and rank.

When evaluating the candidate’s peer-reviewed publications, reviewers shall consider the author’s contribution to the publication (e.g., originator, involvement in proposal development, data collection and analysis, drafting of final manuscript). “Authorship credit shall be based on 1) substantial contributions to conception and design, or acquisition of data, or analysis and interpretation of data; 2) drafting the article or revising it critically for important intellectual content; and 3) final approval of the version to be published. Authors should meet conditions 1, 2, and 3.”

Scholarly activities completed at locations other than Drake University during the period of review, such as post-graduate fellowships, sabbatical leaves, educational fellowships and industry collaborations shall be reviewed as a component of the applicant’s scholarly endeavors.

Evidence for Scholarly Activities includes:

A. Scholarship of teaching. The scholarship of teaching requires that teachers remain learners and keep abreast of new developments in their disciplines and pedagogy. While teachers can keep abreast of developments in a variety of ways, this achievement must be demonstrated to and recognized as worthy by peers for it to be classified as scholarship of teaching.

Demonstration of the scholarship of teaching may include, but not be limited to, evidence of:

- Grantsmanship.
- Peer-reviewed publications.
- Peer-reviewed presentations.
- Invited papers or presentations.

B. Scholarship of discovery. This contributes to human knowledge, awareness and the intellectual climate of the university or profession. It requires efforts to develop valid original data and its dissemination amongst peers.

The scholarship of discovery may include:

- Acting as a reviewer of proposals of investigational studies if this review positively influences the quality of the proposal.
- Creation of innovative approaches to effective higher education at the undergraduate, graduate and post-graduate levels.
- Submission of grant proposals.
- Evidence of individual research or involvement in research programs or projects. This may also include acting as a primary advisor for students’, residents’ or fellows’ projects and theses if this advisement positively influences the project and these data are shared with peers.

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Evidence of research completed (publications) and research awards.

C. Scholarship of integration. The scholarship of integration is an attempt to give true meaning to isolated facts or knowledge; to put facts or knowledge into a broader perspective. It is an attempt to make connections between disciplines to better illuminate and interpret data, and to communicate this to others.

The scholarship of integration may include:

- Outreach to the community which demonstrates professional expertise by communicating or applying it in ways which benefit citizens outside the university.
- Publishing discipline-specific articles, book chapters or books.

D. Scholarship of application. This kind of scholarship moves the scholar to ask, “How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions?” (Boyer, 1990) This area not only requires the reasonable application of knowledge in an effort to solve a problem but also dissemination of a reflection upon the effect of this application and/or the demonstrated acceptance of this application by peers. Service activities may constitute the scholarship of application if these are directly related to one’s disciplinary expertise and the faculty is able to demonstrate the outcomes of these activities.

Specific examples in this area may include:

- Evidence of innovations in course content, organization, offerings and teaching procedures including new types of instruction.
- Evidence that contributions to teaching are being adopted or are affecting teaching programs at other institutions.
- Professional consulting services and work experience (this may be considered as evidence of professional qualifications when appropriate to the candidate’s discipline, and when such activity directly enhances the specific professional responsibilities).
- Cost justification of patient care services.
- Development of new programs that are deemed valuable by peers, providers, patients, and other recipients (“Stakeholders”).
- Presentation of effective patient or professional education programs.
- Peer-reviewed contributions to and demonstrated outcomes of quality patient care.
- Peer-reviewed presentation of scholarly papers, symposia, or invited papers at professional meetings.

3.564 Criteria to Evaluate Service
(The CPHS definition of service is included in Appendix F.)

All faculty will be involved in service roles within the University, the College, and the profession. The term, “Service” means primarily the application of the faculty member’s professional expertise, both on and off campus, to enhance the mission of the college, university, and the profession, both locally and beyond. Service is divided into college and university service and professional service. The evidence for each area may include, but is not limited to, the following:

A. College and University Service
- Active memberships and special efforts through committee assignments.
- Academic and career advising of students
- Advising of student professional organizations.
- Salaried and non-salaried administrative service
- Participation in the Faculty Senate, Senate committees or other college or university committees.
- Service on academic, administrative, or other specially created CPHS committees.
- Leadership to the college or university by serving as chair of a committee.
- Invitations from other institutions or organizations including other departments within Drake University to help plan, organize or review professional activities.
- Grants and contracts received to provide service.

**B. Professional Service**
- Active memberships and special efforts through committee assignments and holding office in pharmacy, health care-related, and scientific organizations.
- Invited involvement on regional, state and national boards, joint committees and direction-setting groups for the profession.
- Editor or review for journals, other publications.
- Community service that utilizes professional expertise such as public health and drug abuse prevention programs or presentations.
- Honors and awards received in recognition of outstanding service contributions.
- Grants and contracts received to provide service.

**3.6 Adjunct Faculty Appointments and Promotions.**
The Faculty Affairs Committee, in collaboration with the Assistant Dean for Clinical Affairs and the appropriate department chairs, is responsible for initial appointments and promotion of adjunct faculty, see appendix D.

**4.0 ACADEMIC AND CURRICULAR POLICIES AND PROCEDURES**

**4.1 Curriculum and Academic Policy Changes**

4.11 Proposals to change the curriculum or academic policies of a program may be made by one or more members of the College faculty. The proposed changes shall be referred to the Academic Affairs Committee for study. The Academic Affairs Committee will recommend to the faculty actions that should be taken on these proposals. Final action on curricular and academic policy changes is the responsibility of the faculty.

4.12 If a proposed curricular or academic policy change is approved by the faculty, the proposed changes, with supporting documentation, shall be submitted to the Office of the Provost and the Office of Student Records and Academic Information.

4.13 Academic Affairs Committee Policies & Guidelines

4.131 Guidelines for Curricular Changes:
http://www.drake.edu/cphs/handbookspolicies/healthsciencesguideforcurricularchange/

4.132 Guidelines for Course Syllabi:

4.133 Course Description Guidelines:
http://www.drake.edu/media/collegesschools/cphs/documents/Guidelines%20for%20Course%20Descriptions.pdf
5.0 STUDENT ISSUES

Faculty are referred to the current program Student Handbooks for updated information regarding areas such as curricular requirements, academic progression, advising in the college, and various policies (ex. the college’s Honor Code Policy). The Grade Appeal Policy is:

http://www.drake.edu/cphs/handbookspolicies/appealoffinallettergrade/

Complete college program descriptions and degree requirements are found on the college website at:

http://www.drake.edu/cphs/programs/

Appendix A

College Organizational Chart
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<th>College Organizational Explication</th>
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<td><strong>COLLEGE ADMINISTRATIVE COMMITTEE (CAC)</strong></td>
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<th>Role</th>
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| **Chuck Phillips**<br>Associate Dean, Curriculum and Assessment | - Academic degree program development, implementation and monitoring  
- Maintain the academic schedule of classes and oversee implementation and monitoring of academic and curricular policies include mapping and course development  
- Implementation of Assessment Plan  
- College and institutional data coordination  
- Course and Administrator Evaluations  
- Assessment data for college/committee use  
- Coordinate Strategic Plan  
- AACP and ACPE report oversight  
- Licensure requirement completion  
- Course Review Process Coordination  
- TA Selection |
| **Cheryl Clarke**<br>Assistant Dean, Clinical Affairs | - Leads vision implementation of experiential education strategic initiatives  
- Manages operational aspects of experiential education programming related to budgeting, scheduling, resources, data gathering and reporting  
- Develops and communicates experiential education policies and procedures to students, faculty, preceptors and fieldwork educators and other stakeholders.  
- Manages the recruitment and maintenance of a diverse pool of high-quality experiential education sites in accordance with applicable accreditation standards  
- Supervise experiential education team |
| **Tim Welty**<br>Chair, Clinical Sciences | - Leads department vision and implementation of strategic initiatives  
- Manages and leads academic programs and determines faculty workload in didactic and experiential teaching, scholarship, service  
- Reviews faculty performance and provides faculty mentorship  
- Manages operational aspects of department relating to scheduling, budgeting, resources, data gathering and reporting  
- Guides faculty in development and outcomes of patient care services |
| **Ron Torry**<br>Chair, Pharmaceutical Biomedical, Administrative Sciences | - Oversees Animal Care Facilities  
- Leads department vision and implementation of strategic initiatives  
- Manages and leads academic programs and determines faculty workload in didactic and experiential teaching, scholarship, service  
- Reviews faculty performance and provides faculty mentorship  
- Manages operational aspects of department relating to scheduling, budgeting, resources, data gathering and reporting  
- Guides faculty in development |
| **Ann Burkhardt**<br>Director, and Dept. Chair, Occupational Therapy | - Leads department vision and implementation of strategic initiatives  
- Manages and leads academic programs and determines faculty workload in didactic and experiential teaching, scholarship, service  
- Reviews faculty performance and provides faculty mentorship  
- Manages operational aspects of department relating to scheduling, budgeting, resources, data gathering and reporting  
- Guides faculty in development and outcomes of patient care services |
| **Cassity Gutierrez**<br>Director, Pre-Professional Programs | - Leads area for implementation of strategic initiatives affecting the pre-professional students  
- Overseas the curriculum and instruction, advising, mentoring, and admissions and retention of the pre-professional programs  
- Manages operational aspects of the pre-professional program  
- Assists students applying to professional post-graduate degree programs and those applying in the college to professional programs  
- Oversees advisory committees to support the health sciences, pre-OTD and pre-AT programs  
- Promotes Interprofessional Collaboration and Education initiatives |
| **Jill Batten**<br>Interim Assistant Dean, Student Affairs | - Oversight of Student Affairs staff, budget, and activities including admissions, orientations, professional events, advising, registration, student scholarships and awards, organizations  
- Degree verification/Degree audit programming/issues  
- Coordination of orientation courses  
- Academic and Student Issues |
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<tr>
<th>Marilea Chase</th>
<th>Jessica Lang</th>
<th>Katie Shields</th>
<th>Nicole Kerr</th>
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<tr>
<td>Office Manager, Executive Assistant to the Dean</td>
<td>Admissions Liaison</td>
<td>Interim Coordinator, Student Programs</td>
<td>Admin. Assistant</td>
<td>College Assigned IT technician</td>
<td>Pharmacy Science Librarian</td>
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<td>• Deans Assistant</td>
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<td>• Appointment letters</td>
<td>• Prospective communications</td>
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<td>• Dean’s appointments and travel arrangements</td>
<td>• Recruiting Fairs</td>
<td>• Registration, degree audit advising</td>
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<td>• College Governance Support including meetings and documents</td>
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<td>• College Server Document Maintenance</td>
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<td>• Cline Student Employee Supervision</td>
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<td>• Faculty/Staff Search Committee Support</td>
<td>• College liaison with Alumni Office</td>
<td>• College Server Document Maintenance</td>
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<td>• Weaver Medal and special events contact and arrangements</td>
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<td>• College Blackboard site maintenance</td>
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<td>• Computer access/functionality/research computers</td>
<td>• Questions regarding software packages</td>
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<td>• Schedule Building</td>
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<td>• Professional Events: White Coat, Hooding</td>
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<td>• Criminal Background /Drug Screening Processing</td>
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<td>• Graduation Clearance</td>
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<td>• Monitors Minor/Concentrations fulfillments</td>
<td>• Computer/technology consultations</td>
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<th>Kate Evans</th>
<th>College Assigned IT technician</th>
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<td>Liaison – Professional &amp; Career Development Services</td>
<td>• Maintains college computers</td>
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<td>• Questions regarding software packages</td>
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<td>• Career Advising</td>
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<td>• Resume/CV developmentreview</td>
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<td>• CAPS III/IV coordinator</td>
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# EXPERIENTIAL OFFICE

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Responsibilities</th>
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</table>
| Anisa Fornoff                 | Coordinator, Introductory Pharmacy Practice Experiences – P1 | • Experiential Site visits  
• Schedule IPPE for BPSA  
• Site Development for IPPE  
• Create and Grade IPPE assignments (BPSA)  
• Monitoring IPPE competency development (BPSA) and provide supplemental instructions as needed |
| Melanie Givens                | Experiential Support Specialist-Operations and Quality Assurance | • E*Value Reports  
• Student Tracking (immunization, licenses, forms)  
• Student Progress Monitoring (P4)  
• Database management  
• Experiential Calendar maintenance  
• Entering IPPE assignments in E*Value  
• Assigning GSL IPPE students |
| Wendy Mobley-Bukstein         | Coordinator, Introductory Pharmacy Practice Experiences – P2 | • Experiential Site visits  
• Schedule IPPE for IPSA  
• Site development for IPPE  
• Create and grade IPPE assignments (IPSA)  
• Monitor IPPE competency development (IPSA) and provide supplemental instructions as needed |
| Kathy Schott                  | Director, Experiential External Affairs       | • Preceptor Development  
• CEI consultant  
• Experiential Website  
• Adjunct clinical appointments  
• Experiential Newsletters  
• E*Value Utilization and training for preceptors and students  
• Management of Site Affiliation Agreements  
• APPE Scheduling |
| Nora Stelter                  | Coordinator, Introductory Pharmacy Practice Experiences – P3 | • Experiential Site visits  
• Schedule IPPE for APSA  
• Site development for IPPE  
• Create and grade IPPE assignments (APSA)  
• Monitor IPPE competency development (APSA) and provide supplemental instructions as needed |
| Jeannie Nielsen               | Experiential Education Coordinator            | • E*Value Database management and reporting  
• Monitor student compliance with program requirements  
• Monitor site and preceptor compliance with program requirements  
• Monitor Health Science capstone student requirements  
• Supervise teaching assistants  
• Monitor P4 progress |
| Megan Brady                   | Director, Health Sciences Experiential Education | • Develop curriculums for appropriate health science capstone experiences  
• Develop and maintain experiential sites for health science capstone experiences  
• Advise preceptors and complete site evaluations of experiential sites for health sciences capstones  
• Advise and evaluate student health science capstones experiences for degree program |
| Molly Wuebker                 | Academic Fieldwork Coordinator, Occupational Therapy Doctorate | • Develop curriculums for appropriate occupational therapy experiences  
• Develop and maintain experiential sites for occupational therapy experiences  
• Advise preceptors and complete site evaluations of experiential sites for occupational therapy programs  
• Advise and evaluate student occupational therapy experiences for degree program |
| Cassie Paterson               | Experiential Support Specialist, Occupational Therapy | • E*Value database management and reporting  
• Student Tracking (immunization, licenses, forms)  
• Student Progress Monitoring  
• Database management  
• Experiential Calendar maintenance  
• Entering assignments in E*Value  
• Assigning students to sites  
• Monitor student compliance with program requirements  
• Monitor site and preceptor compliance with program requirements |

## ANIMAL CARE

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<tr>
<th>Name</th>
<th>Position</th>
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| Donna Tuttle                   | Animal Vivarian                  | • Cares for and orders animals used in teaching and research  
• Maintains/monitors conditions of the animal facilities  
• Maintains all records bio-hazardous wastes  
• Provides training in proper animal handling |
| Joy Bachmann                   | Animal Care Technician            | • Cares for animals used in teaching and research  
• Maintains cleanliness of the animal facilities |
Appendix C

Position Description of College Officers

I. Dean of the College
1. Participate in the collaborative leadership of the University, and in the resolution of the challenges facing the University in a manner that is not limited to responsibility for the individual unit; ensure the unit’s full participation in addressing the mission and goals of the University as a whole.

2. Ensure the unit’s commitment to the University’s educational values and priorities, and at the same time ensure that the University community as a whole understands and respects the values of the unit, and the unit’s contributions to the University.

3. Set the intellectual and programmatic direction for the unit in collaboration with the broader University community, and in the context of the University’s overall strategic plan and institutional goals.

4. Require and support the commitment by all faculty and staff to the recruitment, retention, and education of students.

5. Manage the recruitment, development, and retention of the highest quality faculty and staff; support and encourage the highest levels of faculty and staff performance; ensure necessary infrastructure and appropriate operational behaviors to support students, faculty, and staff in meeting their goals; provide support, guidance, and encouragement for academic innovation and creativity.

6. Develop, nurture, and maintain appropriate relationships between the unit and its major external constituencies (alumni, donors, board members, the professional community, the local community). This responsibility includes the assumption of a leadership role in generating resources for the unit, in close collaboration with Institutional Advancement and the senior administration of the University, and consistent with the University’s priorities as identified by the administration and the Board of Trustees.

7. Manage the unit’s operations in an efficient and effective manner (finances, personnel, program quality, staff development)

II. Associate Dean of Curriculum and Assessment
A. The position of associate dean is one of broad responsibilities. The associate dean undertakes a proactive leadership role in the college, especially in all academic and assessment-related matters.

B. The associate dean has direct responsibility for:

*Academic/degree programs*:

Work with the faculty on the delivery of the curriculum. Lead the development of new degree and joint degree programs. Work with the academic affairs committee to propose and implement curricular changes.

Specific duties include: Prepare, in consultation with the Department Chairs, the schedule of classes and maintain the academic schedule, assure communication and action on curricular needs identified by the faculty, oversee implementation and monitoring of academic and curricular policies including curricular mapping and course
development. Coordinate teaching assistant assignments.

*A. Assessment: Responsible for development and supervision of the College’s assessment and evaluation program. General responsibilities include directing and supporting the assessment of all college academic programs, advancing the culture of evidence in the assessment process, and reporting of data, accreditation standards, and assessment results to both internal and external constituents.

Specific duties include: Design, implement and evaluate innovative assessment programs for the College, develop annual assessment goals and provision of an annual report on the College’s assessment activities, and maintain and store college reports related to assessment and accreditation. Work with the College assessment committee and faculty to design, refine, and implement assessment plans and supervise the collection, analysis and preservation of data for the College. Plan College programs for faculty development in the areas related to assessment. Respond to surveys and reports required by internal and external constituents. Communicate College assessment/data to the University, College faculty, staff, students, and external constituents.

C. Serve on the following college/program committees: Academic Affairs Committee, Assessment Committee, and College Administrative Committee.

D. The associate dean assists the dean in:
*implementation and tracking the progress of the college mission, goals and strategic plans
*identification of individuals or groups responsible for carrying out action steps
*assure completion of action items by appropriate groups or individuals
*serve as the chief administrative officer of the college in the absence of the dean
*other matters as assigned by the dean

E. Priority qualifications for the position include:
*earned doctorate in an appropriate academic field
*experience in academic administration
*sufficient experience in teaching and scholarship to provide a broad perspective in the position
*outstanding interpersonal skills

F. The line of responsibility/authority shall be:
*reports directly to the dean
*in the absence of the dean, reports directly to the provost

II. Assistant Dean for Student Affairs and Enrollment Management

A. The Assistant Dean for Student Affairs and Enrollment Management has oversight of student affairs related matters.

B. The Assistant Dean will be responsible for the following activities:
- Admissions and Enrollment Management: Supervises admission, outreach and student services personnel and processes; Provide leadership for and oversee the PharmD admissions process; work closely with the Admissions staff to set the direction of the admissions office.
- Assessment: assists the Associate Dean for Curriculum and Assessment and the assessment committee in the development of assessment parameters and methods related to student
affairs, and assures completion and analysis of assessment data. Responsible for assessment and continuous quality improvement of student affairs, student admissions, co-curricular/extracurricular activities, and student services as it related to the College outcome statements and accreditation standards.

- Leadership and Professional Development: Coordinates student related college events and programs designed to develop leadership skills and continuing professional development. Oversees student organizations and coordinates student activities at the state, regional, and national levels;

- Student academic progress and completion of degree requirements, including: probation, suspension, Deans/Presidents List, progression within the professional program and rotations, graduation and graduate honors. Responsible for determining the eligibility of student-athletes and supervising staff involved in that process. Have good working knowledge of NCAA Division I rules and monitor changes that affect eligibility. Communicate regularly with Athletics department staff regarding eligibility-related issues.

- Student Services: Oversees, develops, and provides student services including student scholarships, diversity programs, career related activities, advising program, retention strategies. Coordinates and manages the annual college student handbooks revisions along with maintaining an ongoing revisions folder. Facilitates the resolution of student issues and complaints and is responsible for the associated policy and procedure. Represents the interests of CPHS students to central campus services and collaborates with students, faculty, and staff to foster a positive learning environment within the CPHS.

- Prepares and maintains a budget for the office of student affairs. May serve as the dean’s designee on related campus committees.

- Teaches course load as assigned, performing functions of a faculty member as indicated on the faculty job description.

- Performs other duties as assigned.

C. Serves on the following college/program committees: Student Affairs, Student Governance Association (SGA), and the University Council of Academic and Administrative Departments (CAAD)

III. Department Chair – Clinical Sciences

A. The department chair of clinical sciences has academic and administrative responsibilities. As a member of the College Administrative Committee, the chair is a member of the College leadership team and attends regular meetings of this group. The chair must demonstrate proactive leadership of the department and in affairs of the College and University.

B. Development, implementation, assessment and quality improvement of department affairs
- assumes responsibility for developing and accomplishing the departmental mission and objectives that align with the College and University strategic plan
- implements and manages departmental academic and nonacademic programs
- expands the current funding base for the department
- manages and oversees departmental financial resources and budget
- establishes and implements department policies
- conducts and reports on department meetings
- communicates appropriately with faculty and students of the College of Pharmacy & Health Sciences

C. Development, implementation, assessment and quality improvement of academic affairs
- establishes in conjunction with the faculty department programs and curricula
- assumes responsibility for forwarding department recommendations for program improvement in response to assessment data to the Academic Affairs Committee
- assumes responsibility for department review of proposed programs and course syllabi prior to forwarding to the Academic Affairs Committee
- enforces academic standards within the department
- collaborates with the Associate Dean for Academic Affairs in establishing class schedules
- assigns and evaluates department faculty workload with primary responsibility for teaching assignments

D. Development, implementation, assessment and quality improvement of faculty affairs
- assumes responsibility for recruiting, interviewing and mentoring new faculty members
- collaborates with the Department Chair of Pharmaceutical, Biomedical and Administrative Sciences to develop, implement and assess a college faculty orientation program that complements that of the University.
- collaborates with the Department Chair of Pharmaceutical, Biomedical and Administrative Sciences in the development, implementation and assessment of an annual faculty performance evaluation process
- assumes primary responsibility for mentoring individual faculty development and meritorious performance in teaching, scholarship, service and other professional activities
- assumes primary responsibility for adherence to policies governing promotion and tenure of faculty within the department.
- collaborates with the Department Mentors on the development of an individual faculty development plan for each faculty member.
- collaborates with the Department Mentors on the development, implementation and assessment of a peer review program.
- assumes responsibility for monitoring faculty workload and responsibility and protecting faculty rights
- recommends to the dean (or appropriate faculty committee) appropriate action relevant to retention, sabbaticals, tenure, promotion and annual salary increments
- supervises faculty requests for excused absence (including consulting time, sabbatical leave, FMLA, leave without pay, personal time, professional travel)
- evaluates and approves grant applications for adherence to College and University policies (budgetary and workload) prior to forwarding to the Dean
- evaluates for Institutional Review Board submissions for adherence to College and University policies

E. Development, implementation, assessment and quality improvement of experiential program
- collaborates with the Assistant Dean for Clinical Affairs in the development and adherence of contracts with affiliated faculty practice sites
- assumes responsibility for the implementation and assessment of faculty-provided clinical services and associated revenue.
- collaborates with the Assistant Dean for Clinical Affairs and Associate Dean for Academic and Student Affairs in experiential education issues such as development and implementation of remediation programs, faculty-centered student complaints, academic integrity of experiential program and faculty workload.
- The Assistant Dean for Clinical Affairs reports to the department chair

F. Involvement and collaboration with the Office of Academic and Student Affairs
- provides curricular and career advising to perspective and current students
• responds to student grievances and complaints related to academic and/or professional responsibilities of the department
• recommends candidates for senior awards

G. Involvement in external affairs of the department and College of Pharmacy & Health Sciences
• assumes a leadership role within the College and the University governance
• represents the department within the University, external agencies (professional associations, government agencies, practice sites) and the public
• communicates department programs and activities to the students, faculty, the University, external agencies (professional associations, government agencies, practice sites, media) and the public
• represents the Dean at functions as requested

H. Development and maintenance of relevant college documents
• assumes responsibility for maintenance of an archive of department meeting minutes
• assumes responsibility for completing annual performance evaluations and forwarding copies of these evaluations to the faculty member and the Dean.
• Prepares an annual report of department achievements

IV. Department Chair – Pharmaceutical, Biomedical and Administrative Sciences
A. The department chair of pharmaceutical, biomedical and administrative sciences has academic and administrative responsibilities. As a member of the College Administrative Committee, the chair is a member of the College leadership team and attends regular meetings of this group. The chair must demonstrate proactive leadership of the department and in affairs of the College and University. Besides the administrative role of the chair, he is involved in teaching staying current on pedagogy and understanding the changing needs of students in the classroom. The chair also is involved in research staying current in the discipline to better mentor students and new faculty. He/she is specifically responsible for the following areas as well:

B. Development, implementation, assessment and quality improvement of department affairs
• assumes responsibility for developing and accomplishing the departmental mission and objectives that align with the College and University strategic plan
• implements and manages departmental academic and nonacademic programs
• manages and oversees departmental financial resources and budget
• expands the current funding base for the department
• establishes and implements department policies
• conducts and reports on department meetings
• communicates appropriately with faculty and students of the College of Pharmacy & Health Sciences

C. Development, implementation, assessment and quality improvement of academic affairs
• establishes in conjunction with the faculty department programs and curricula
• assumes responsibility for forwarding department recommendations for program improvement in response to assessment data to the Academic Affairs Committee
• assumes responsibility for department review of proposed programs and course syllabi prior to forwarding to the Academic Affairs Committee
• enforces academic standards within the department
• collaborates with the Associate Dean for Academic and Student Affairs in establishing class schedules
• assigns and evaluates department faculty workload with primary responsibility for teaching and service assignments
D. Development, implementation, assessment and quality improvement of faculty affairs

- develops, implements and assesses a college faculty orientation program that complements that of the University.
- collaborates with the Department Chair of Clinical Sciences in the development, implementation and assessment of an annual faculty performance evaluation process
- assumes primary responsibility for mentoring individual faculty development and meritorious performance in teaching, scholarship, service and other professional activities
- assumes primary responsibility for adherence to policies governing promotion and tenure of faculty within the department.
- collaborates with the departmental mentor on the development of an individual faculty development plan for each faculty member.
- collaborates with the departmental faculty on the development, implementation and assessment of a peer review program.
- assumes responsibility for monitoring faculty workload and responsibility and protecting faculty rights
- recommends to the dean (or appropriate faculty committee) appropriate action relevant to retention, sabbaticals, tenure, promotion and annual salary increments
- supervises faculty requests for excused absence (including consulting time, sabbatical leave, FMLA, leave without pay, vacation time, personal time, professional travel)
- evaluates and approves grant applications for adherence to College and University policies (budgetary and workload) prior to forwarding to the Dean

E. Development, implementation, assessment and quality improvement of basic science research and related facilities.

- collaborates with the Dean in the development of a plan to support basic science research
- assumes responsibility for the assessment and quality improvement of animal facilities including supervision of related personnel, budgeting oversight, as well as maintenance needs and equipment purchases.
- works with the Office of Institutional Research and Academic Compliance in order to ensure uniform compliance across the University for assessment and quality improvement and adherence to basic science research facilities with federal and state mandated requirements and safety for students involved in undergraduate basic science research

F. Involvement and collaboration with the Office of Academic and Student Affairs

- provides curricular and career advising to perspective and current students
- responds to student grievances and complaints related to academic and/or professional responsibilities of the department
- recommends candidates for senior awards

G. Involvement in external affairs of the department and College of Pharmacy & Health Sciences

- assumes a leadership role within the College and the University governance
- represents the department within the University, external agencies (professional associations, government agencies, practice sites) and the public
- communicates department programs and activities to the students, faculty, the University, external agencies (professional associations, government agencies, practice sites, media) and the public
- represents the Dean at functions as requested
H. Development and maintenance of relevant college documents
- assumes responsibility for maintenance of an archive of department meeting minutes
- assumes responsibility for completing annual performance evaluations and forwarding copies of these evaluations to the faculty member and the Dean
- Prepares an annual report of department achievements

V. Occupational Therapy Doctorate Director and Department Chair

A. The program director and department chair of occupational therapy has academic and administrative responsibilities. As a member of the College Administrative Committee, the director/dept. chair is a member of the College leadership team and attends regular meetings of this group. The director/dept. chair must demonstrate proactive leadership of the OTD department and in affairs of the College and University.

B. Development, implementation, assessment and quality improvement of department affairs
- assumes responsibility for developing and accomplishing the departmental mission and objectives that align with the College and University strategic plan
- implements and manages departmental academic and nonacademic programs
- manages and oversees departmental financial resources and budget
- expands the current funding base for the department
- establishes and implements department policies
- conducts and reports on department meetings
- communicates appropriately with faculty and students of the College of Pharmacy & Health Sciences

C. Development, implementation, assessment and quality improvement of academic affairs
- establishes in conjunction with the faculty department programs and curricula
- assumes responsibility for forwarding department recommendations for program improvement in response to assessment data to the Academic Affairs Committee
- assumes responsibility for department review of proposed programs and course syllabi prior to forwarding to the Academic Affairs Committee
- enforces academic standards within the department
- collaborates with the Associate Dean for Academic Affairs in establishing class schedules
- assigns and evaluates department faculty workload with primary responsibility for teaching assignments

D. Development, implementation, assessment and quality improvement of faculty affairs
- assumes responsibility for recruiting, interviewing and mentoring new faculty members
- collaborates with the CPHS Department Chairs to develop, implement and assess a college faculty orientation program that complements that of the University
- collaborates with the CPHS Department Chairs in the development, implementation and assessment of an annual faculty performance evaluation process
- assumes primary responsibility for mentoring individual faculty development and meritorious performance in teaching, scholarship, service and other professional activities
- assumes primary responsibility for adherence to policies governing promotion and tenure of faculty within the department
- collaborates with the Department Mentors on the development of an individual faculty development plan for each faculty member.
• collaborates with the Department Mentors on the development, implementation and assessment of a peer review program.
• assumes responsibility for monitoring faculty workload and responsibility and protecting faculty rights
• recommends to the dean (or appropriate faculty committee) appropriate action relevant to retention, sabbaticals, tenure, promotion and annual salary increments
• supervises faculty requests for excused absence (including consulting time, sabbatical leave, FMLA, leave without pay, personal time, professional travel)
• evaluates and approves grant applications for adherence to College and University policies (budgetary and workload) prior to forwarding to the Dean
• evaluates for Institutional Review Board submissions for adherence to College and University policies

E. Development, implementation, assessment and quality improvement of experiential program
• collaborates with the Assistant Dean for Clinical Affairs and the OTD Academic Fieldwork Coordinator in the development and adherence of contracts with affiliated faculty practice sites
• assumes responsibility for the implementation and assessment of faculty-provided clinical services and associated revenue.
• collaborates with the OTD Academic Fieldwork Coordinator, Assistant Dean for Clinical Affairs and Associate Dean for Academic and Student Affairs in experiential education issues such as development and implementation of remediation programs, faculty-centered student complaints, academic integrity of experiential program and faculty workload.

F. Involvement and collaboration with the Office of Academic and Student Affairs
• provides curricular and career advising to perspective and current students
• responds to student grievances and complaints related to academic and/or professional responsibilities of the department

G. Involvement in external affairs of the department and College of Pharmacy & Health Sciences
• assumes a leadership role within the College and the University governance
• represents the department within the University, external agencies (professional associations, government agencies, practice sites) and the public
• communicates department programs and activities to the students, faculty, the University, external agencies (professional associations, government agencies, practice sites, media) and the public
• represents the Dean at functions as requested

H. Development and maintenance of relevant college documents
• assumes responsibility for maintenance of an archive of department meeting minutes
• assumes responsibility for completing annual performance evaluations and forwarding copies of these evaluations to the faculty member and the Dean.
• Prepares an annual report of department achievements

VI. Assistant Dean for Clinical Affairs
The Assistant Dean for Clinical Affairs is responsible for development, implementation and achievement of curricular goals related to experiential education. The assistant dean will work with students, preceptors, and faculty to create individualized experiential education plans. The
assistant dean will monitor, modify and supplement instruction as necessary to facilitate academic progress and success of the student’s experiential experience.

A. Lead experiential education programming that meets all applicable accreditation standards and University and College policies.

- establish, implement, and update policies and procedures for the experiential education program
- orient students and preceptors regarding educational and programmatic aspects of the experiential program
- collaborate with the University in the development and adherence of contracts with affiliated experiential sites
- manage the operational budget for the experiential program
- assist in programmatic assessment of the experiential program
- monitor and facilitate communications between the college, preceptors and students
- develop, implement and maintain computer databases for experiential program management and assessment

B. Work with experiential sites to develop high quality educational experiences.

- identify teaching sites for the experiential program, verifying site requirements and approving new sites
- develop instructional materials as needed to prepare, instruct and evaluate students in the experiential program
- act as a liaison for students and faculty in resolving issues related to the experiential program
- develop, implement and maintain a preceptor development program and assist preceptors in the development of experiential opportunities at their sites
- assist in identifying and evaluating preceptors for initial adjunct faculty appointments and in evaluating adjunct faculty for promotion in academic rank
- conduct preceptor/site evaluations to verify and, if necessary, modify teaching methods utilized at the rotation experiential site
- ensure compliance with all general and site-specific documentation requirements of experiential sites

C. Advise and assist students in preparing individualized experiential education plans.

- prepare experiential schedules based upon student educational needs, available experiential sites and desired student: faculty ratios
- assure student compliance with program guidelines and regulations
- develop and supervise individualized instruction for students requiring remediation in their experiential program
- assess and verify student academic progress in the experiential program
- provide on-site individualized instruction to students as required to supplement preceptor teaching

D. Work with other administrators as appropriate.

- assume a leadership role within the College and the University governance
- oversee and assist the Introductory Pharmacy Practice Experience Coordinators, Health Sciences Experiential Education Coordinator, and Occupational Therapy Fieldwork Coordinator in the development, implementation and evaluation of experiential experiences
- oversee and develop content on experiential education website
- publish formal communications related to experiential education
- supervise support faculty and staff assisting with the experiential program
• collaborate with the department chair and program directors to develop and maintain relationships with sites for faculty

E. Carry out other duties of full-time faculty members as specified in the Faculty Handbook and Academic Charter.

VII. Pre-Professional Director

A. The position of pre-professional programs director has academic and administrative responsibilities. As a member of the College Administrative Committee, the director is a member of the College leadership team and attends regular meetings of this group. The director provides oversight of the operations of the pre-professional and health sciences programs and must demonstrate proactive leadership of the programs and in affairs of the College and University.

B. The director has direct responsibility for:
   • Develop, review, revise, and evaluate program curriculum and instruction, facilitating innovation in curricular and instruction development
   • Develop, review, revise and distribute curriculum information
   • Collaborate in developing and maintaining productive relations with business, industry, medical facilities and other organizations in the community which are pertinent to the health sciences, pre-OTD and pre-AT programs
   • Assign, supervise, and evaluate staff and support the professional development of faculty and staff to enable the achievement of program goals
   • Organize and maintain an effective advisory committee system in support of the health sciences, pre-OTD, and pre-AT programs
   • In collaboration with the Office of Academic and Student Affairs, assist with student recruitment, retention, personal and intellectual development, and assistance for students applying to other professional post-graduate degree programs.
   • Promote interprofessional collaboration and education

C. The director serves on the following college/program committees: Academic Affairs (ex-officio)

D. Priority qualifications for the position include:
   • earned doctorate in an appropriate academic field
   • experience in academic administration
   • sufficient experience in teaching and scholarship to provide a broad perspective in the position
   • outstanding interpersonal skills

F. Carry out other duties of full-time faculty members as specified in the Faculty Handbook and Academic Charter.

VIII. Faculty Mentors

Job Description

• Assist new faculty members in understanding the prevailing departmental and institutional cultures and procedures.
• Provide information about time management and assist in developing a network of colleagues and contacts who can provide mentorship in specific areas of identified need.
• Provide advice on preparation of course syllabi and materials, based on approved CPHS guidelines.
• Hold discussions on teaching strategies; visit the new faculty member’s classrooms, laboratories and/or clinical sites.
• Provide information about professional opportunities internal and external to the university (funding sources, potential collaborators, publication outlets).
• Review research proposals and provide advice on publishing the results of research.
• Provide information regarding the structure of college and university committees and discuss the role of faculty governance.

Duties

New/First Year Faculty
Optional Meetings
• The new faculty members are required to attend the New Faculty Topics Series during the fall semester. Mentors have the option of attending. Mentors and chairs will have access to materials presented for future review and discussion with mentees.

Mentor/Chair Meetings:
The mentors and the department chair meet at least twice a year to
• Discuss progress of individual faculty and areas for additional focus
• Identify any changes that need to be made to the program.

Assistant Professors
Mentor/Mentee Meetings:
The mentees and the mentors will meet at least twice per semester, and more frequently as needed, in order to:
• Aid in identifying annual goals and determining action steps to accomplish those goals.
• Assist in developing portfolio for pre-promotion
• Continue with networking assistance

In practice, the mentor/mentee relationship will be in place from the date of hire until the summer following the mentee’s pre-tenure/promotion review. The mentoring relationship can (and is encouraged) to continue, but formal mentoring will end at that point. Establishing informal mentor relationships with other colleagues in the College is highly encouraged - especially when teaching and/or scholarship interests overlap.

Associate/Full Professors
The Chair will fulfill the role of primary mentor for upper-level faculty, and collaborate with faculty on a mentoring approach that best meets their needs at these levels.

Report

Each mentor will provide to the department chair a short summary of activities undertaken with their mentees to include: meeting summaries, goals determined, actions accomplished, and other comments as appropriate.

OTD Academic Fieldwork Coordinator

The OTD Academic Fieldwork Coordinator is responsible for development, implementation and achievement of curricular goals related to OTD fieldwork and doctoral experiential education. The Academic Fieldwork Coordinator will work with students, preceptors, and faculty to create individualized fieldwork education and doctoral experience plans. The Academic Fieldwork Coordinator will monitor, modify and supplement instruction as necessary to facilitate academic progress and success of the student’s fieldwork education and doctoral experience. The
Academic fieldwork coordinator workload will be defined with the OTD director/department chair. At least .5 FTE (50%) of the workload will be for fieldwork coordination.

A. Lead fieldwork education and doctoral experience programming that meets OTD accreditation standards and University and College policies.
   - establish, implement, and update policies and procedures for the OTD fieldwork and doctoral experience education program
   - orient students and preceptors regarding educational and programmatic aspects of the fieldwork education and doctoral experience program
   - collaborate with the University in the development and adherence of contracts with affiliated fieldwork education and doctoral experience sites
   - manage the operational budget for the OTD fieldwork education and doctoral experience program
   - assist in programmatic assessment of the OTD fieldwork education and doctoral experience program
   - monitor and facilitate communications between the college, OTD preceptors and OTD students
   - develop, implement and maintain computer databases for experiential program management and assessment

B. Work with fieldwork and doctoral experience sites to develop high quality educational experiences.
   - identify teaching sites for the OTD fieldwork education and doctoral experience, verifying site requirements and approving new sites
   - develop instructional materials as needed to prepare, instruct and evaluate students in the OTD fieldwork education and doctoral experience program
   - act as a liaison for students and faculty in resolving issues related to the fieldwork education and doctoral experience program
   - develop, implement and maintain a clinical instructor development program and clinical instructors in the development of fieldwork education and doctoral experience opportunities at their sites
   - assist in identifying and evaluating clinical instructors for initial adjunct faculty appointments and in evaluating adjunct faculty for promotion in academic rank
   - conduct preceptor/site evaluations to verify and, if necessary, modify teaching methods utilized at the fieldwork education and doctoral experience site(s)
   - ensure compliance with all general and site-specific documentation requirements of fieldwork education and doctoral experience sites

C. Advise and assist OTD students in preparing individualized fieldwork education and doctoral experience plans.
   - prepare fieldwork education and doctoral experience schedules based upon student educational needs, available fieldwork and doctoral experience sites and desired student: faculty ratios
   - assure student compliance with program guidelines and regulations
   - develop and supervise individualized instruction for students requiring remediation in their fieldwork education or doctoral experience
   - assess and verify student academic progress in their fieldwork education and doctoral experience
   - provide on-site individualized instruction to students as required to supplement clinical instructor teaching

D. Carry out other duties of full-time faculty members as specified in the Faculty Handbook and Academic Charter.
Appointment and Promotion Policies for Adjunct Faculty

Adjunct faculty serve the College of Pharmacy and Health Sciences (CPHS) in the experiential component of the curriculum and in didactic teaching. Adjunct status is generally awarded to individuals who contribute a sufficient amount of contact time with students and who are in a position to evaluate students in accordance with programmatic goals. The Faculty Affairs Committee (FAC) is responsible for revisions to this policy.

Section A: Adjunct Experiential Faculty
I. Recruitment
The Assistant Dean for Clinical Affairs and Department Chairs will alert the general faculty to programmatic needs. All regular faculty may nominate qualified individuals for Adjunct Experiential Faculty appointments as provided in the following guidelines.

II. Title
All adjunct experiential faculty appointments will include the name of the program in the title (e.g. Adjunct Instructor of Pharmacy, Adjunct Instructor of Health Sciences).

III. Minimum Requirements for Appointment
Adjunct experiential faculty are active in their own profession and should possess a professional degree and/or currently practice as a licensed health professional (e.g., R.Ph., M.D., D.O. or R.N.) or hold the appropriate academic degree (e.g., B.S., M.S., J.D. or Ph.D.). Adjunct faculty in experiential programs must have a minimum of ONE year of practice experience and, IF LICENSED; their license must be in good standing as verified by the appropriate state professional licensing board. No practitioner may be appointed if their license has been the subject of an order of their licensing board imposing penalty within a three-year period immediately preceding their nomination for appointment as an adjunct faculty member.

Adjunct experiential faculty may be appointed on the basis of the following criteria:
- Directly precepts or supervises students in patient care areas or other health related environments for the professional pharmacy degree program.
- Contributes to laboratory supervision

IV. Initial Appointment
Nominations for initial experiential appointment at the rank of Adjunct Instructor may be made by any regular faculty member. The nomination must be accompanied by a brief letter of recommendation and either completion of a form which includes appropriate biographical data and an assessment by the nominator of the candidate’s professional standing, practice quality, education, and training or curriculum vitae. Nominations should be forwarded to the Assistant Dean for Clinical Affairs or appropriate department chair. If the Assistant Dean for Clinical Affairs and appropriate department chair establish that the candidate meets the minimum requirements identified in Section III, then the Assistant Dean for Clinical Affairs or department chair may appoint the candidate to Adjunct Instructor or Adjunct Assistant Professor status for an initial one year term.

V. Reappointment Process without Promotion
Adjunct experiential faculty reappointments after the first year will be re-evaluated and approved every three years by the Assistant Dean for Clinical Affairs. All adjunct faculty members will be asked to submit an updated biographical sheet in the Fall Semester. The Assistant Dean for Clinical Affairs will maintain a copy of each experiential adjunct’s curriculum vitae or biographical sheet as well as a current list of adjunct experiential faculty members. The Assistant Dean for Clinical Affairs will also track the number of students that each experiential adjunct faculty member has supervised over the past 3 years and maintain a summary of instructional evaluations to be reviewed for reappointment. The information maintained by the Assistant Dean
for Clinical Affairs on all adjunct experiential faculty including the terminal degree of the faculty member, number of students supervised, and his/her assessment of the faculty member’s job performance will be submitted to FAC by March 31 for evaluation and recommendation regarding reappointment on a yearly basis.

VI. Evaluation Criteria for Promotion

The following are the general evaluation criteria to be used in evaluating an adjunct experiential faculty member’s teaching, scholarship, service and/or preceptor performance for the purpose of recommending or granting promotion. For a positive recommendation to be made by the Assistant Dean for Clinical Affairs, department chairs and FAC, the candidate must demonstrate excellence in teaching, research/scholarship, and/or service.

A. Teaching
Criteria to be used in evaluating teaching may include, but are not limited to:

- E-value evaluations
- Peer review
- Assistant Dean for Clinical Affairs evaluation and/or department chair’s evaluation
- Expertise and mastery of subject matter taught
- Competency in defining learning objectives
- Effective organization of teaching materials and presentation
- Use of varied teaching methods
- Demonstrates concern for quality of his/her teaching
- Demonstrates respect for students as professionals
- Demonstrates application of concepts
- Demonstrates application of concepts
- Demonstrates application of concepts
- A major responsibility of adjunct experiential faculty is to provide quality site experiences for rotation students. Assessment of site experiences will consist of student evaluations of the site and preceptor, assessment of activities performed from the student activity logs, and periodic site visits from representatives of the Clinical Affairs Office.

B. Research/Scholarship

In the evaluation of research/scholarship, the College definition of scholarship (Appendix G) shall be applied. Criteria to be used in evaluating research/scholarship should be consistent with the intent of the College definition of scholarship and may include, but are not limited to:

- Publication of research and scholarly activities in refereed journals
- Publication of books, book chapters, or monographs
- National recognition for work
- Preparation of extramural grant proposals for submission for competitive peer review
- Development of computer-based instructional materials that have been published or otherwise disseminated to appropriate groups
- Demonstrated activities to improve teaching in his/her discipline
- Editorial work, such as editing journals or serving as a peer reviewer for journals and/or granting agencies
- Presentation of posters, scholarly papers, participating in symposia, or presenting invited papers at professional conferences/meetings

C. Service

The College definition of service is provided in Appendix G. Criteria to be evaluated for purposes of promotion shall be consistent with the intent of this definition. Criteria used to evaluate service may include, but are not limited to:

- Academic advising and/or professional mentoring of students
• Service on department, college and university committees
• Participation in university governance activities (e.g., Faculty Senate)
• Advising student organizations
• Contributing professional expertise to community or professional organizations
• Serving on local, state, or national committees, boards, or advisory groups
• Providing leadership in organizations related to one's discipline
• Consulting activities (paid or unpaid)

VII. Promotion Process
Promotion will be granted to adjunct experiential faculty members in the CPHS based on merit and contribution to the program. Adjunct experiential faculty serving at the level of instructor, assistant, or associate professor are eligible for promotion consistent with the criteria above. Individuals may be eligible for promotion to the next rank if they have had a minimum equivalent of six years experience at the previous rank.

Adjunct experiential faculty who wish to be considered for promotion must submit an updated profile form and supporting material with a letter of request for consideration to the Assistant Dean for Clinical Affairs and appropriate department chair by October 1. Eligibility and recommendation for promotion will be determined by the Assistant Dean for Clinical Affairs and department chair and forwarded to FAC for review. The FAC will then make promotion recommendations to the Dean in the spring semester of each academic year. The Dean will notify adjunct faculty members of their promotion decision. Faculty Affairs Committee will inform the full faculty of the adjunct faculty promotions.

Adjunct experiential faculty who are in executive or administrative positions which are primarily non-teaching in nature (e.g., administrators in professional organizations, directors of departments, etc.) may be nominated for promotion at the discretion of the Dean or after recommendation from the department chairs or Assistant Dean for Clinical Affairs with FAC approval.

Section B: Adjunct Didactic Faculty
I. Recruitment
The Department Chairs will alert the general faculty to programmatic needs for didactic faculty. All regular faculty may nominate qualified individuals for Adjunct didactic faculty appointments as provided in the following guidelines.

II. Title
All adjunct didactic faculty appointments will include the name of the program in the title (e.g. Adjunct Instructor of Pharmacy, Adjunct Instructor of Health Sciences).

III. Minimal Requirements for Appointment
Adjunct didactic faculty are active in their own profession should possess a professional degree and/or currently practice as a licensed health professional (e.g., R.Ph., M.D., D.O. or R.N.) or hold the appropriate academic degree (e.g., B.S., M.S., J.D. or Ph.D.). No practitioner may be appointed if their license has been the subject of an order of their licensing board imposing penalty within a three-year period immediately preceding their nomination for appointment as an adjunct faculty member.

Adjunct faculty may be appointed on the basis of the following criteria:
• Contributes to classroom teaching, laboratory supervision or department leadership.
  Persons providing two or less hours of teaching per year should also participate in at least one other activity below before being considered for appointment:
    - Contributes or collaborates in research with department-based faculty members
    - Demonstrates leadership or service through participation on University, College or Department committees or advisory boards.
IV. Initial Appointment
Nominations for initial appointment at the rank of Adjunct Instructor/Adjunct Assistant Professor may be made by any regular faculty member to the appropriate department chair. The nomination must be accompanied by a brief letter of recommendation and either completion of a form which includes appropriate biographical data and an assessment by the nominator of the candidate's professional standing, practice quality, education, and training or curriculum vitae. If the department chair establishes that the candidate meets the minimum requirements identified in Section III, then the department chair may appoint the candidate to Adjunct Instructor or Adjunct Assistant Professor status for an initial one-year term.

V. Reappointment Process without Promotion
Adjunct didactic faculty reappointments after the first year will be re-evaluated and approved every three years by the respective department chairs. All adjunct didactic faculty members will be asked to submit an updated biographical sheet in the Fall Semester. The department chair will maintain a copy of each adjunct's curriculum vitae or biographical sheet as well as a current list of adjunct faculty members. The department chair will maintain a summary of instructional evaluations, courses taught, number of students taught, and his/her assessment of the faculty member's job performance which will be submitted to FAC by March 31 for evaluation and recommendation regarding reappointment.

VI. Evaluation Criteria for Promotion
The following are the general evaluation criteria to be used in evaluating an adjunct didactic faculty member's teaching, research/scholarship, and service performance for the purpose of recommending or granting promotion. For a positive recommendation to be made by the department chair and FAC, the candidate must demonstrate excellence in teaching, research/scholarship, and/or service.

A. Teaching
Criteria to be used in evaluating teaching may include, but are not limited to:
- IDEA evaluations
- Peer review
- Department chair evaluation
- Expertise and mastery of subject matter taught
- Competency in defining learning objectives
- Effective organization of teaching materials and presentation
- Use of varied teaching methods
- Demonstrates concern for quality of his/her teaching
- Demonstrates respect for students as professionals
- Demonstrates application of concepts
- Promotes development of independent learning skills
- Remains current with recent developments in the discipline

B. Research/Scholarship
In the evaluation of research/scholarship, the College definition of scholarship (Appendix G) shall be applied. Criteria to be used in evaluating research/scholarship should be consistent with the intent of the College definition of scholarship and may include, but are not limited to:
- Publication of research and scholarly activities in refereed journals
- Publication of books, book chapters, or monographs
- National recognition for work
- Preparation of extramural grant proposals for submission for competitive peer review
- Development of computer-based instructional materials that have been published or otherwise disseminated to appropriate groups
- Demonstrated activities to improve teaching in his/her discipline
- Editorial work, such as editing journals or serving as a peer reviewer for journals and/or granting agencies
• Presentation of posters, scholarly papers, participating in symposia, or presenting invited papers at professional conferences/meetings

C. Service
The College definition of service is provided in Appendix H. Criteria to be evaluated for purposes of promotion shall be consistent with the intent of this definition. Criteria used to evaluate service may include, but are not limited to:
• Academic advising and/or professional mentoring of students
• Service on department, college and university committees
• Participation in university governance activities (e.g., Faculty Senate)
• Advising student organizations
• Contributing professional expertise to community or professional organizations
• Serving on local, state, or national committees, boards, or advisory groups
• Providing leadership in organizations related to one’s discipline
• Consulting activities (paid or unpaid)

VII. Promotion Process
Promotion will be granted to adjunct didactic faculty members in the CPHS based on merit and contribution to the program. Adjunct didactic faculty serving at the level of instructor, assistant, or associate professor are eligible for promotion consistent with the criteria above. Individuals may be eligible for promotion to the next rank if they have had a minimum equivalent of six years experience at the previous rank.

Adjunct didactic faculty who wish to be considered for promotion must submit an updated profile form and supporting material with a letter of request for consideration to the appropriate department chair by October 1. Eligibility and recommendation for promotion will be determined by the department chair and forwarded to FAC for review. The FAC will then make promotion recommendations to the Dean in the spring semester of each academic year. The Dean will notify adjunct faculty members of their promotion decision. Faculty Affairs Committee will inform the full faculty of adjunct faculty promotions.

Adjunct didactic faculty who are in executive or administrative positions which are primarily non-teaching in nature (e.g., administrators in professional organizations, directors of departments, etc.) may be nominated for promotion at the discretion of the Dean or after recommendation from the department chairs with FAC approval.


Appendix E
Definition of Scholarship

Scholarship is the advancement of knowledge. It consists of four interrelated functions. These four functions include the discovery of knowledge, integration of knowledge, application of knowledge and teaching of knowledge.

The discovery of knowledge is a hallmark of scholarship that focuses on the development of new knowledge. It encompasses such activities as original research and theory development.

The scholarship of integration focuses on the interpretation and development of new meaning and understanding through the critical analysis and synthesis of existing knowledge. The scholarship of integration includes such activities as the conceptualization of important issues and
questions of the discipline, philosophical debates, the development of a sense of history and the critical analysis of existing policies, practices and knowledge.

The scholarship of application focuses on the enhancement of knowledge through process application. The scholarship of application includes activities that address relevant social and professional issues, shape public and professional policy, develop innovative practice models and roles, and advance the future of the discipline.

The scholarship of teaching focuses on transforming and extending knowledge. The scholarship of teaching transmits knowledge and creates continuity of scholarship through innovative teaching, leadership, collaboration, mentorship and the development of a community of scholars. The scholarship of teaching results in new insights and understanding. Being a good teacher, however, is not synonymous with teaching scholarship.

Whether scholarship focuses on the discovery, integration, application or teaching of knowledge, scholarship must be disciplined, systematic and communicated to others. Scholarship does not exist unless it can be reviewed and critiqued by peers in the discipline.

Scholarship is the advancement of knowledge. It is the insights and understandings that are acquired through discovery, integration, application and teaching.

(Adopted 5/2/94)

**College Scholarship Definitions**
(approved 12/08/11)

The college accepted the following definitions for scholarly venues:

A venue is **local** when the audience is primarily from a metro area. Examples include local professional organizations (e.g. Central Iowa Pharmacists Association; Clive Kiwanis Club, etc.), local hospitals or Universities, or local charities. Local does not mean only the Des Moines metropolitan area or Drake University, specifically. For example, presenting Grand Rounds would be local, whether you presented at a Des Moines hospital or a hospital in another state, just as presenting at Drake could be national if it hosted a program open to individuals from across the nation.

A venue is **Regional** when the audience is within a state or in close proximity to the state. Examples would be a state association or a multi-state group. The venue would be regional even if the event happened to be held locally (in Des Moines or at Drake), such as IPA meetings, IPA Expo, a statewide charitable organization, District V Pharmacy, etc.).

A venue is **National** when the audience is primarily from across the nation or international. Examples include national associations and groups such as APhA, AACP, ACCP, ASHP, NABP, NACDS, regardless of the location of the meeting.

The College accepted the following definitions of peer-reviewed and invited scholarship:

**Peer-reviewed scholarship** is an important extension of the scientific process. Peer-reviewed work is typically submitted to a group or organization for critical review. The review is by independent peers and has a possibility of rejection. Peer-reviewed work is generally not compensated.

**Invited scholarship** results from an invitation to present or publish based on one’s recognized expertise. It may or may not undergo some form of review but is generally not subject to rejection. It is often compensated with a stipend or paid expenses.

**Appendix F**

**Definition of Service**
Faculty members in the College of Pharmacy and Health Sciences are expected to contribute to academic, professional, and community service. Service is a function of scholarship and teaching expertise which benefits humanity.

Academic service is those activities that contribute to the implementation of the mission of the University, College, and Department and involves participation in governance activities. Service is demonstrated by academic advising, program and clinical practice development and evaluation, faculty development, committee participation, and strategic planning.

Service to the discipline involves commitment to the values and goals of the discipline and is demonstrated by active membership and leadership in professional and scholarly associations.

Service to the community involves concern for the welfare of the community and is demonstrated by use of professional knowledge and expertise in order to benefit society. Service should lead to measurable benefits and outcomes for those being served.

Adopted 1/19/96

Appendix G

Pre-Tenure/Pre-Promotion Checklist

Candidate:

Department:

Initial Appointment Date:

Eligible for Formal Promotion and/or Tenure Review Academic Year:

May 15, ______ (calendar year previous to review year)
   Chair notifies candidate electronically of pre-tenure/pre-promotion review

January 31, ______
   Chair of the College Promotion and Tenure Committee receives abbreviated electronic dossier from candidate

May 15, ______
   1) Chair of the College Promotion and Tenure Committee submits an electronic copy of the completed review to the faculty member candidate.
   2) Chair of the College Promotion and Tenure Committee submits an electronic copy of the completed review to the department chair of the faculty member candidate.
   3) Chair of the College Promotion and Tenure Committee submits an electronic copy of the completed review to the Dean of the college.

Checklist

Preparation of Pre-Promotion/Pre-Tenure Abbreviated Electronic Dossiers

Dossiers to be submitted to the Office of the Dean (to the Dean and/or the Dean’s Administrative Assistant) on January 31st.

1) _____Complete CV
2) _____Narrative – 15 page maximum, double-spaced, 12pt. font to include
   a) Statement of teaching philosophy and goals
b) Statement of scholarship philosophy and goals  
c) Statement of service philosophy and goals  
3) ______ Maximum of two examples of accomplishments in Teaching  
e.g., syllabi, lecture slides, classroom innovations  
4) ______ Maximum of two examples of accomplishments in Scholarship  
e.g., published articles, grants submitted or awarded, meeting presentations  
5) ______ Maximum of two examples of accomplishments in Service  
e.g., evidence of participation at various levels – university, college, community,  
professional practice sites  
6) ______ Yearly Summary for each year of Teaching Evaluations for Didactic and Experiential  
evaluations (currently this includes yearly IDEA and E*Value evaluations).  
Inclusion of student comments is optional.  

The Dean’s Office is responsible for sharing the materials with the appointed review committee.  

Appendix H  

Instructions and Checklist for Candidates for  
Submission of Tenure and/or Promotion Dossiers  

Instructions  

The candidate shall prepare one complete electronic copy of the dossier and one abbreviated  
electronic copy of the dossier and submit them to the Office of the Dean by September 1 of  
his/her review year.  

a) Complete Dossier Instructions  

The complete electronic copy of the dossier MUST include all items designated by capital  
letters and Arabic numerals on the below checklist. Each element should be contained in readily  
identifiable sections of the dossier. The dossier should be subdivided into sections that are  
identifiable in the checklist by capital letters. Documentation should appear in appendices in the  
order in which the items are mentioned in the narratives. All material, including supporting  
material in appendices, should be submitted in electronic format when possible. Material in  
appendices may be submitted in a binder if electronic versions are not available.  

Checklist  

____ A. Introduction  
____ B. Curriculum Vitae  
____ C. Evidence of Teaching Quality  
____ 1. Statement of teaching goals and philosophy  
____ 2. Evidence supporting teaching quality and excellence  
____ a) summary of course titles, credit hours and enrollments  
____ b) supporting materials for appendices  
____ c) student evaluations of teaching  
____ d) peer evaluations of teaching  
____ 3. Advising and Mentoring  
____ a. Indicate number of advisees and general philosophy that guides your  
advising activities. State if advising is not part of your job responsibilities.  
____ b. Indicate approximate number of students you have mentored  
____ c. Reflect on the quality and quantity of mentoring/advising activities  
____ 4. Self-evaluation and personal reflection on teaching
D. Evidence of Achievement in Scholarly Activity
   1. Statement of scholarship goals and philosophy
   2. Evidence supporting scholarly activity
      a) ensure that the CV is current regarding publications
      b) ensure that the CV lists contributions to professional meetings
      c) grants, contracts, or fellowship
   3. Self-evaluation and personal reflection on scholarly activity

E. Summary of Applicant’s Service to the Department, College, University and Profession
   1. Statement of your philosophy of University, college, professional and community service
   2. Evidence of Service
   3. Self-evaluation and personal reflection on service activities

F. Summative Self-Evaluation and Concluding Remarks for Reasons Why Promotion and/or Tenure is Warranted

G. Appendices
   b) Abbreviated Dossier Instructions

The abbreviated electronic copy of the dossier MUST include the candidate’s narrative, CV, and three representative examples of scholarship. Each element should be contained in readily identifiable sections of the dossier. The dossier should be subdivided into sections that are identifiable in the checklist by capital letters. Candidates may use summative evidence of student evaluations for the abbreviated dossier.

Appendix I
Candidate Tenure/Promotion Flow Chart
Appendix J  
Timeline for Promotion and/or Tenure Review  

September 1st (Year prior to submittal year)  
1. Dean notifies candidate in writing of eligibility for review the following academic year  
2. Candidate informs Department Chair of the need for teaching review teams to be formed by January 1st and teaching review reports submitted by team members to the Dean by Oct. 1st.

May 15th  
Deadline for faculty member to submit letter of intent to the Dean.  
Deadline for faculty member to request consideration for tenure-track transition if there is a vacant tenure line

August 1st  
Candidate submits to the dean names of external reviewers and student names for the student evaluation committee.

September 1st  
1. Candidate shall submit one complete dossier and one abbreviated dossier to the Office of the Dean. The complete dossier MUST include all items designated by capital letters and Arabic numerals on the checklist (Appendix K). The abbreviated dossier contains the narrative, CV and three representative examples of scholarship.
The dossiers should be subdivided into folders and labeled by capital letters as identified on the checklist.

All material, including supporting material in appendices, should be submitted in electronic format when possible. Material in appendices may be submitted in a binder if electronic versions are not available.

The office of the Dean shall maintain the complete dossier, until completion of the process, and all items submitted by the candidate, and make copies of documents and reports available as specified below for committees and reviewers.

2. Two outside reviewers are sent the abbreviated dossier for review. Reports to Dean by October 1 and shared with the Dept. Promotion and Tenure Committee.

3. Student review team formed by this date, chaired by a faculty outside CPHS, and sent evaluation criteria for completion of review. Report to Dean by October 1 and shared with the Dept. Promotion and Tenure committee

October 1st

1. Department Promotion & Tenure Committee has been formed and held an organizational meeting. Each member is provided access to the complete dossier of the candidate. Hard copies of supplementary materials, if any, are maintained by the Office of the Dean and are available for review.

   Dept. P & T Report to candidate by October 21st. Candidate must choose to accept the report or may request a hearing with the committee within 7 calendar days of receipt. If requested the committee hearing with the candidate must be held within 7 calendar days from the request.

2. Report from the Department Chair submitted to the Dean and shared with Dept. P & T Comte.

3. Reports from the teaching reviews team members submitted to the Dean and shared with the Dept. P & T Comte.

4. Report from the Student Evaluation Committee by the appointed chair is submitted to the Dean and shared with the Dept. P & T Comte.

November 15th

1. College Promotion & Tenure Committee has been formed and holds organizational meeting. Each member is provided access to the complete dossier of candidate, as well as the 1) report from the Student Evaluation Committee, 2) report from the Department Promotion and Tenure Committee, 3) Reports of the teaching review team members, 4) Department Chair reports, and 5) external reviewers reports. A hard copy of supplementary materials is maintained by the Office of the Dean and is available for review.

2. The final Department P & T report to the Dean by the Chair by November 15th. A copy of the final report is given to the candidate minus the numerical vote as well on November 15th.

December 10th

Report from College P & T Committee to candidate. Candidate must choose to accept the report or may request a hearing with the committee within 7 calendar days of receipt. If requested the committee hearing with the candidate must be held within 7 calendar days from the request.
January 15th

Report of College P & T Committee to Dean. A copy of the final report is given to the candidate minus the numerical vote.

February 1st

Report of Dean to Provost and candidate. Candidate may choose to continue the process or may appeal to the provost within 2 weeks of notification of the decision (Academic Charter: http://www.drake.edu/academics/policies/pdf/CharterApril2009.pdf, Section VI. Recommendation for Academic Tenure)

Subsequent Events:

1) Provost Recommendation to President. If affirmative, candidate’s report is sent to the President.

If the Provost recommendation to the President is negative, the candidate may appeal to the Standing Committee of the Faculty Senate on Academic Freedom and Tenure. This committee submits its report to the President. If the President rejects the Committee’s recommendation, he/she shall state the reasons for doing so and his/her subsequent judgment and action in the case, in writing, to the hearing committee and to the faculty member. The President shall also report to the Faculty Senate that he/she has received and rejected a recommendation from the Committee. The Faculty member shall have the right to appeal the President’s decision to the Board of Trustees.

2) President submits positive reports of tenure/promotion recommendations to Board of Trustees

3) Board of Trustees reviews faculty tenure/promotion candidates.

4) Provost notification of tenure/promotion to candidates following Board of Trustees meeting.

Appendix K

DRAKE UNIVERSITY COLLEGE OF PHARMACY AND HEALTH SCIENCES HONOR CODE

http://www.drake.edu/cphs/handbookspolicies/honorcode/

In accordance with the mission of professional practice and research, the Drake University College of Pharmacy and Health Sciences aims to inculcate professionalism in its students so they may provide quality care to society. Students, faculty and staff (collectively known as ‘members of the College community’) in the College of Pharmacy and Health Sciences represent themselves, the College and the health care professions in all of their actions. As future practitioners and researchers, students will be expected to adhere to a high level of professionalism. The concept of professionalism includes an implication that members of the college commit themselves to the pursuit of truth. Therefore, one purpose of the Honor Code is to foster and promote an atmosphere of trust and ethical and professional behavior, not to create an uncomfortable academic environment.

The Honor Code asks that students and faculty act honorably in their interactions with other members of the College community and hold themselves to the same standards and expectations as their peers. If a student or faculty member commits an act of academic dishonesty or unprofessional behavior, he or she violates the Honor Code, breaches the trust of
the College community and defames the name of the College. The consequences of a student violating the Honor Code may include being dropped or suspended from the College, or other appropriate sanctions. By having the option of removing students who willfully violate the trust placed in them by the College community, the College can help secure a community of trust free from suspicion of unprofessional behavior. Failure to self-report an Honor Code violation, or having knowledge of an Honor Code violation and failing to report it are acts that are themselves Honor Code violations.

This document was approved and becomes effective for all members of the College community May 2005. Edited and approved by faculty May 2013.

I. PRINCIPLES

A. Philosophy

1. The individual worth and professional dignity of each member of the College community shall be recognized and respected.


3. All members of the College community have a duty to report violations of the Honor Code in the stated time frame.

B. Scope - The following individuals are subject to the Honor Code:

1. All persons who are registered as students in the College of Pharmacy and Health Sciences regardless of enrollment status (full-time, part-time, pre-pharmacy, health sciences, Pharm.D., etc.). Following admission into the College of Pharmacy and Health Sciences, all students shall be given a copy of the Honor Code in its entirety and shall sign the Pledge of Honor indicating his or her understanding. A document containing the Pledge and the student’s signature shall be kept in each student’s permanent file. Should a student not sign the Pledge, he/she will not be allowed to enter the College of Pharmacy and Health Sciences or maintain standing.

2. Students registered in other colleges and enrolled in pharmacy and health sciences courses. The Dean of the College of Pharmacy and Health Sciences will report the alleged violation, any disciplinary action and the outcome of any Honor Code Committee proceedings to the Dean of the student’s college for possible further action.

3. Faculty, staff, and administrators employed by the College of Pharmacy and Health Sciences

C. Conscientious Retraction and Self-Reporting of Violations

- An individual may retract work (including examinations) he or she has submitted that violates this Honor Code and/or self-report his/her own conduct that violates this Honor Code. Should such a conscientious retraction or self-report occur, it will be governed by the following:

1. A member of the College community who has the courage and integrity to voluntarily come forth with a good faith retraction or self-report before gaining any knowledge that someone else may suspect him or her of a violation. This action has reaffirmed his or her personal commitment to the Honor Code and this person will be allowed to remain in the University community within
the stated time frame. However, a student will be subject to other disciplinary action at the discretion of the faculty member or Dean/Student Affairs Officer, with appeal rights there from, as set forth below. Faculty and staff who self-report Honor Code violations will be subject to action at the discretion of that person's supervisor, department chair or Dean.

2. Once a member of the College Community is approached or questioned about an alleged Honor Code violation, time is expired for that person to make a retraction or self-report.

3. A student who wishes to make a conscientious retraction or self-report must contact the faculty member responsible for the course, the Dean, or the Student Affairs Officer. The student must submit a written statement attesting to the violation and include an affirmation that he or she has not previously been accused of or questioned regarding the Honor Code violation. The statement must be signed and dated by the student, the faculty member, and the Student Affairs Officer and then placed in the student's file.

II ACADEMIC DISHONESTY

A. Definitions

An act of academic dishonesty is a violation of the Honor Code. Academic dishonesty is an all-encompassing term involving any activity that seeks to gain credit for work one has not done or to deliberately damage or destroy the work of others. Academic dishonesty includes, but is not limited to, the following:

1. Cheating - The act, or attempted act, of giving or obtaining aid and/or information by illicit means in meeting any academic requirements, including examinations.

2. Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic sense in connection with any academic exercise or requirement.

3. Plagiarism - Representing another’s ideas, phrases, discourse, or works as one’s own.

4. Facilitating Academic Dishonesty - Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty (cheating, fabrication, or plagiarism). Facilitating academic dishonesty also includes the knowledgeable withholding Honor Code violations.

B. Examples of Academic Dishonesty

Examples of academic dishonesty may include, but are not limited to:

1. Copying from the Internet and representing it as one’s own thoughts or work.

2. Copying from another student's paper, laboratory report, other report, or computer files and representing it as one’s own thoughts or work. This applies to current or previous students' work.

3. Using or possessing, during a test or laboratory activity, any material and/or devices (papers, notes, assignments, PDAs, calculators, etc.) not authorized by the person in charge of the test or activity.

4. Without the faculty member's permission, collaborating with another, knowingly assisting another or knowingly receiving the assistance of another in completing an examination or in satisfying any other course requirements.
5. Incorporating into written assignments materials written by others without giving them credit, or otherwise improperly using information written by others or submitting commercially prepared papers as one’s own.

6. Submission of multiple copies of the same or similar papers without prior approval of the several faculty members involved.

7. Claiming as one’s own work that which was done by tutors or others with no mention of credit to or the assistance of those persons.

8. Deliberately damaging or destroying another’s laboratory experiments, computer work, studio work, or other written or documented works.

9. Knowingly obtaining access to, using, buying, possessing, photocopying, photographing (or otherwise copying), selling, stealing, sharing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release. This includes copying a previously displayed test for compilation into a mutual test bank.

10. Falsifying information concerning the presence of another student, substituting for another student, or permitting another student to substitute for oneself to take a test, complete an assignment or lab, or to make a presentation.

11. Intentional and unauthorized falsification or invention of any information or citation in connection with any academic exercise or requirement, including altering assignments submitted for grading.

12. Forgery, alterations, attempts to alter, or misuse of College of Pharmacy and Health Sciences or Drake University documents.

13. Citing as a reference any source which the student has not, in fact, actually reviewed or consulted, unless that source is clearly indicated as contained in another source the student did consult or use.

14. Entering areas without permission (buildings, offices, laboratories, etc.) to obtain an unfair advantage prior to completion of an academic exercise.

- Each College of Pharmacy and Health Sciences faculty member reserves the right to further clarify and define their expectations of academic integrity through the course syllabus document.

III UNPROFESSIONAL BEHAVIOR

A. General Statement
While the University must create an environment in which professional attributes may be cultivated, each member of the College community has the duty to uphold the honor of the profession at its highest standards and accept its ethical and moral principles in pharmacies, experiential sites, workplaces, and other areas of health care practice involvement. Whether an act of unprofessional behavior requires a formal proceeding of the Honor Code Committee is dependent on the severity of the offense and whether the person in question has a pattern of behavior that demonstrates consistent unprofessional conduct. It is incumbent upon students to recognize that professional behavior must be displayed and upheld outside, as well as inside, the classroom and the experiential learning environment.

B. Definitions
All unprofessional behavior is a violation of the Honor Code. Unprofessional behavior includes any act or omission that is unethical, improper or ill-advised in light of accepted patient care practice and procedure and/or in violation of any regulations or laws governing the pharmacy and health sciences professions. Although not an exhaustive list, failure to follow any of the requirements set forth below constitutes unprofessional behavior.

1. Respect and Concern for the Welfare of Patients
   Each member of the College will:
   
a. Treat patients and their families with respect and dignity both in their presence and in discussions with others.
   
b. Recognize when one’s ability to function effectively is compromised and ask for relief or help.
   
c. Students should recognize the limits of their competence in the care of a patient and seek supervision or advice before acting.
   
d. Not use alcohol or other drugs in a manner that could compromise themselves or patient care (as outlined further in the Chemical Dependency Policy).

2. Respect for the Rights of Others
   Each member of the College community will:
   
a. Refrain from contributing to or engaging in any activity which disrupts or obstructs the teaching or research activities of the College of Pharmacy and Health Sciences, either on the campus or at affiliated training sites, including rotation sites.
   
b. Deal with other professionals, staff and peer members in a considerate manner and with a spirit of cooperation.
   
c. Act with an egalitarian spirit toward all persons encountered in a professional capacity regardless of race, religion, gender, sexual preference or socioeconomic status.
   
d. Respect the patient’s modesty and privacy of all information.

3. Trustworthiness
   Each member of the College community will:
   
a. Be truthful in communication to others.
   
b. Maintain confidentiality of patient information according to HIPAA regulations.
   
c. Admit errors and not knowingly mislead others to promote one’s self at the expense of the patient.
   
d. Not represent himself/herself as a pharmacist, physician, physician’s assistant, or other health professional (other than a pharmacy student/intern or health sciences student).

4. Responsibility and Sense of Duty
   Each member of the College community will:
   
a. Participate responsibly in patient care or research to the best of his or her ability and
with the appropriate supervision.

b. Undertake clinical duties and persevere until they are complete.

c. Notify the responsible person if something interferes with his or her ability to perform clinical or academic tasks effectively.

5. Ethical and Legal Consciousness
Each member of the College community will:

a. Abide by all regulations, rules, and laws related to healthcare and the pharmacy and health sciences professions.

b. Accept disciplinary action taken against him or her.

c. Adhere to all rules and policies of individual institutions as they apply to themselves. (This includes matters related to misconduct; appropriate use of funds, materials, medications, and space within an institution; and acts of theft, forgery, falsification, or fraudulent use of university or work-site property.)

d. Comply with laws and regulations concerning the use of chemical agents and illegal substances, including alcohol.

e. Desist from deliberately misrepresenting or concealing information or material concerning an investigation of an alleged violation of this Honor Code.

f. Hold in the strictest of confidentiality all information pertinent to the proceedings of an Honor Code investigation or hearing.

g. Submit truthful information and reveal relevant information on all University applications or forms and in all Honor Code proceedings.

h. Submit truthful information and reveal all requested and relevant information in all communications with any official board or regulatory body from whom certification or clearance must be received before the student may satisfy an academic requirement.

6. Professional Demeanor
Each member of the College community will:

a. Maintain a neat and clean appearance and dress in attire that is accepted as professional to the population served.

b. Be thoughtful and professional when interacting with patients and families.

c. Strive to maintain composure during times of fatigue, professional stress, or personal problems.

d. Avoid offensive language, gestures, inappropriate remarks, and all forms of violence and threats.

e. Respect others when using electronic devices and cell phones.

f. Be punctual when attending classes, meetings, appointments, patient care settings.
rotations sites, or other pertinent gatherings.

g. Desist from purposely submitting false or misleading information on a resume or curriculum vitae concerning academic details/information (including class rank, grades, academic honors Dean's List, President's List, etc.) work experience, or any other matter relevant to past, current, or future employment.

IV. SELF REPORTING OF ALLEGED AND ACTUAL LAW VIOLATIONS

With the exception of speeding and parking tickets, students shall report to the Dean or the Student Affairs Officer all arrests, charges, guilty pleas and convictions within seven (7) calendar days of their occurrence. This includes, but is not limited to, any charge or plea of guilty in connection with any felony or misdemeanor. Failure to so report constitutes an Honor Code violation. Upon receipt of a report, the Dean and/or Student Affairs Officer will investigate the matter and determine if action under the Honor Code is appropriate. If he or she decides no further action is necessary at that time, the information reported will be placed in the student's file.

V. HONOR CODE COMMITTEE

A. Membership and Selection

1. The Honor Code Committee (the “Committee”) shall consist of seven (7) members: five (5) students, two of whom will be in the last two years of their enrolled program, and two (2) faculty members.

2. The faculty representatives will be selected by the College Administrative Committee (Dean, Associate/Assistant Deans, Student Affairs Officer, and Department Chairs) on an individual case basis. Faculty members selected shall have no direct involvement in the events in question.

3. Applications for student positions on the Committee may be submitted to the Dean's Office at any time during the academic year prior to April 1.

4. By May 1 of each academic year, the Dean's Office will notify the Dean's Student Advisory Council of the applications. Confirmation requires a majority approval of the Dean's Student Advisory Council. Upon confirmation, Committee members begin serving the first day of the following fall term.

5. Five (5) of the student members will serve two year terms, being nominated in staggered years (e.g. two in odd numbered years and three in even numbered years). Each of these five (5) student members will be elected during his or her second year in the Pharm.D. program or junior year in the Health Sciences program. During the second year on the Committee, one of the students elected the prior year will serve as Chair of the Committee.

6. A student may be considered for membership on the Committee provided that he/she:

   a. Is admitted into the Pharm.D. program or upper level of the Health Sciences program when the term on the Honor Code Committee begins.

   b. Is not on academic or disciplinary probation.

   c. Has never been sanctioned by the University or College of Pharmacy and Health Sciences.
d. Is willing to submit written answers to designated questions and possible interview by the Dean's Student Advisory Council and the Student Affairs Officer.

7. No student may serve concurrent terms as a Dean's Student Advisory Council member and an Honor Code Committee member.

8. If a student is nominated for the Honor Code Committee while serving on the Dean's Student Advisory Council he or she must abstain from voting on his/her own nomination or selection.

9. The student body will be informed of the Honor Code Committee membership via the College of Pharmacy and Health Sciences webpage (/cphs).

10. The Student Affairs Officer shall retain a list of all the students who have been nominated or who have expressed a desire to serve on the Committee for the selection of temporary and future appointees.

11. If a member of the Committee is charged with violating the Honor Code, he/she shall be removed from the Committee until the charges are resolved and a temporary replacement shall be nominated and confirmed as described above. If the Committee member admits guilt or is found guilty of an Honor Code violation, then he/she shall no longer serve on the Committee unless he/she is specifically allowed to continue by the Dean. In that case, the temporary replacement shall serve out the remainder of the removed student's term.

12. All other Committee openings shall be filled via the nomination/confirmation procedure described above, with replacements serving out the remainder of the exiting student’s term.

B. Reporting of Violations

All violations of the Honor Code must be reported within 30 days after the reporting person has knowledge of the violation. Failure to do so is in itself a violation of the Honor Code. However, the fact that a violation was not reported within 30 days shall not be a defense to any charge under the Honor Code.

Violations of the Honor Code may be reported directly to the faculty member responsible for the course in which the act was committed, the Student Affairs Officer or the Dean (either in person or via e-mail).

Reporting of information indicating that an Honor Code violation has occurred, where the reporting person has no good faith basis for believing an Honor Code violation has occurred, is an Honor Code violation.

C. Procedures upon Receipt of Reports of Violations

A report of an Honor Code violation does not immediately trigger Honor Code proceedings:

1. If the alleged violation pertains to a student's activity in a course, the faculty member responsible for the course is notified and the initial handling of the report is left to his/her professional discretion, as discussed in the next section.

2. If the alleged violation does not pertain to a course, the Dean and the Student Affairs Officer will exercise their professional discretion in handling the matter, as discussed in the next section.
D. Action by Faculty Member or Dean/Student Affairs Officer

A faculty member or Dean/Student Affairs Officer who receives information indicating an Honor Code violation may have occurred shall exercise professional judgment in selecting his or her course of action. Among the possible courses of action are the following:

1. Discuss the matter with the member of the College community and conclude that no violation occurred. The matter is then discarded and maintained as a confidential transaction between the faculty member or Dean/Student Affairs Officer and the student.

2. Discuss the matter with the member of the College community and conclude that a violation occurred, but refer the matter to the Honor Code Committee [2] (Note: If a matter is referred to the Honor Code Committee in this manner, the Committee must decide on its own (1) whether a violation occurred and (2) the appropriate penalty)

3. In an attempt to reach an informal resolution of the matter, arrange a consultation among the faculty member, the member of the College community, the Dean, the Student Affairs Officer and/or any other appropriate persons. Following this consultation, if a resolution has not been reached, the faculty member or Dean/Student Affairs Officer retains the option to follow another course of action, including No. 4 below.

4. For students who have allegedly violated the Honor Code, discuss the matter with the student and conclude that a violation occurred, and assign the appropriate penalty or penalties, including reprimand, grade reduction, or other course of action. If the faculty member or Dean/Student Affairs Officer feels that the student's actions jeopardize the welfare of other students or individuals, he/she may suspend or drop the student from a course. (Note: Only the Honor Code Committee can suspend or drop a student from the College of Pharmacy and Health Sciences for a violation of the Code.)

Any time a faculty member or Dean/Student Affairs Officer has determined a student Honor Code violation has occurred, that violation and any penalty assigned shall be reported to the Student Affairs Officer to be noted in the student's file. Past violations may be used to determine penalties, but not guilt, in future cases.

E. Initiation of Honor Code Committee Proceedings

Honor Code Committee proceedings will commence in one of the following situations:

1. A faculty member or Dean/Student Affairs Officer refers an alleged violation to the Committee.

2. A student appeals a faculty member or Dean/Student Affairs Officer's decision regarding a violation of the Honor Code and/or the penalty imposed by notifying the Student Affairs Officer or one of the members of the Honor Code Committee within seven (7) calendar days following notification of the decision that is being appealed. (Note: Where a student does not contest the fact that an Honor Code violation occurred, but only the penalty imposed, the Committee shall conduct proceedings only with regard to the appropriate penalty.)

F. Notification of Hearing

The Chair of the Honor Code Committee shall notify the accused in writing at least fourteen (14) calendar days prior to the hearing date. The accused student may request in writing a waiver of the fourteen (14) day notice period. The request will be accommodated if possible. The notification shall include the alleged Honor Code violation giving rise to the hearing; hearing procedures; date, time, and location of the hearing; copies of the documents the Committee
intends to use at the hearing; and the name of the Chair.

In responding to the hearing notification, the accused may do any of the following:

1. Do nothing and await the hearing.

2. Enter a plea of guilty; or notify the Committee or the Student Affairs Officer that he or she is voluntarily withdrawing from the University and subsequently withdraw, which shall be considered an admission of guilt in the matter. In either case, the Committee shall then meet to consider the appropriate penalty (e.g. notation of student’s transcript, etc.)

3. Waive the notice period or request a postponement of the hearing.

4. Request a separate hearing from other students being charged for Honor Code violations surrounding the same incident.

Requests will be granted or denied in the reasonable discretion of the Chair of the Honor Code Committee.

G. Student Rights in Connection with Honor Code Hearings

Each student is guaranteed the following rights in connection with Honor Code Hearings:

1. To be sent notice of the charge and the alleged act(s) or omission(s) upon which the charge is based at least fourteen (14) calendar days before the hearing date;

2. To produce witnesses, hear all the evidence upon which the charge is based and answer the evidence through rebuttal (unless the accused fails to attend the hearing after being sent timely notice to his/her last known address);

3. To the extent not otherwise inconsistent with this Code, to remain silent about any incident in which the accused is a suspect on the basis of self-incrimination;

4. To be considered innocent until proven guilty by a preponderance of the evidence; and,

5. To have the results of the disciplinary matter presented in writing and to have the opportunity to appeal an adverse decision as outlined below.

H. Records

Prior to each hearing, one of the Committee members will be designated as recording secretary by the Chair. A handwritten summary of the proceedings shall be housed in confidentiality with the Student Affairs Officer following the conclusion of the hearing. At the request of either party or the Committee, the proceedings shall additionally be tape-recorded and held with the other records. These records may be re-opened in the event of an appeal from the Committee decision or other future proceedings involving the student or the incident(s) at issue.

I. Attendance

Attendance at the hearing is restricted to the members of the Honor Code Committee, the faculty member involved, members of the Administrative team (i.e., the Dean or the Student Affairs Officer), the accused, and witnesses. Five of the seven members of the Committee must be present. Witnesses, other than the accused, may be excluded from portions of the hearing at
the discretion of the Chair. The accused may invite an advisor, who may attend the hearing, but the advisor may not represent the accused, offer testimony, or question witnesses. Upon approval of the Chair, other invitees of the accused or the faculty member who are not witnesses may be allowed to attend.

No decision will be made based solely on the failure of the accused to attend. However, if the accused was sent a timely notice of the hearing at his/her last known address and fails to attend, the hearing will continue with all available information being presented and the Committee will deliberate and decide on the alleged Honor Code violation and penalty as discussed below.

If a witness has reasonable cause as to why he or she will be unable to attend the hearing, the Chair must make reasonable accommodations to hear the witness's testimony or obtain a signed written statement.

J. Proceedings

The Chair of the Honor Code Committee shall inform the accused as to the procedures to be followed throughout the course of the hearing. With the exception of the Committee members, the accused, the faculty member, the Dean/Student Affairs Officer, and witnesses, those present will not participate in the proceedings. The Chair shall take reasonable measures to insure an orderly hearing, including the removal of individuals who impede or disrupt the proceedings.

The hearing shall progress in the following manner:

1. The hearing shall begin with the presentation of an opening statement by the faculty member or Student Affairs Officer summarizing concisely the conduct at issue, the Code provisions allegedly violated and the sanction(s) being sought. The accused shall then present an opening statement stating any facts relevant to the proceedings, including facts indicating lack of guilt or extenuating circumstances.

2. The faculty member or Dean/Student Affairs Officer may then support his/her presentation by the testimony of witnesses and/or by other evidence. The accused and the Committee may question the faculty member or Dean/Student Affairs Officer and the witnesses.

3. The accused may support his/her presentation by the testimony of witnesses and/or by other evidence. The faculty member or Dean/Student Affairs Officer and the Committee may question the accused and the witnesses.

4. At the close of the evidence presented by the accused, the faculty member or Dean/Student Affairs Officer shall be given the opportunity to introduce rebuttal evidence which must be limited to any matters that have been raised in the evidence presented by or on behalf of the accused. The accused shall then have a right to present corresponding rebuttal evidence.

5. After all evidence has been presented, the faculty member or Dean/Student Affairs Officer may make a final argument, after which the accused may make a final argument.

At the conclusion of the hearing, the parties are excused, and the Committee will deliberate in closed session on the alleged Honor Code violation.

K. Deliberation

The Honor Code Committee considers any and all evidence offered at the hearing and
deliberates until a verdict is reached. An Honor Code violation can be found only if the preponderance of the evidence establishes the following:

1. The alleged Honor Code violation actually occurred; and
2. The act or omission constituting the violation was performed by the accused.

At the end of the deliberation, a secret ballot is taken, and a majority vote is required to judge the accused to have violated the Honor Code. The only record of this portion of the proceedings shall be the verdict.

1. If the verdict is "not guilty", the faculty member and Dean/Student Affairs Officer are bound by that finding.
2. If the verdict is "guilty", the Committee will then impose the appropriate penalty or penalties, again by majority vote.

L. Penalties

A variety of penalties may be imposed once a "guilty" verdict has been reached, including, but not limited to one or more of the following:

1. Reprimand;
2. Community or professional service activities;
3. Loss of privileges granted to College of Pharmacy and Health Sciences students (i.e. representing the College during activities, provision of funds for professional activities, holding elected offices within College committees or organizations);
4. Grade reduction (including assignment of a failing grade);
5. Dropped from the course for the current semester;
6. Suspension from the College of Pharmacy and Health Sciences for a stated period of time;
7. Suspension from the College of Pharmacy and Health Sciences in which case re-admittance, if any, is governed by the procedures set forth in the College of Pharmacy and Health Sciences Student Handbook;
8. Being dropped from the College of Pharmacy and Health Sciences.

Additional policies and procedures regarding probation, suspension, and dropped students may be found in the College of Pharmacy and Health Sciences Student Handbook and the Drake Student Handbook.

The penalty will vary from incident to incident, depending upon all of the following:

   a. Scope and magnitude of the offense;
   b. Circumstances in which it occurred:
c. Prior record of the person being penalized; and

   d. Evidence suggesting the existence or absence of a pattern of Code violations.

M. Hearing Report

A concise report of the Committee’s decision and its reasons therefore shall be submitted in writing to the accused, the faculty member and/or the Dean/Student Affairs Officer within seventy-two (72) hours of the Committee’s decision.

N. Appeals of Hearing Committee Decisions

The student may appeal the decision of the Committee to the Dean of the College of Pharmacy and Health Sciences. A written notice of appeal must be delivered to the office of the Dean within seven (7) calendar days from the receipt of the hearing report from the Committee. The notice must state the grounds for appeal, the reasons why the Committee decision should be changed and the requested outcome. If there is no timely appeal, the Committee decision is final. The following guidelines apply to appeals:

1. The Dean shall decide all appeals. If the Dean is not available or if the Dean was intimately involved in the case such that his/her involvement in the appeal would be inappropriate, then the Dean will appoint another administrator to decide the appeal.

2. The grounds for appeal are as follows:

   a. Procedural error that prevented a fair decision by the Committee
   b. Misstatement or misapplication of the Honor Code;
   c. Decision of the Committee not supported by the facts or evidence;
   d. Material evidence or facts, newly discovered, which could not with reasonable diligence have been discovered and introduced at the hearing; or
   e. Unfair penalty imposed.

3. If none of the above-referenced grounds for appeal is present, the Dean/Designee shall dismiss the appeal, and the decision of the Committee is final.

4. If the appeal is not dismissed, the Dean/Designee may affirm or reverse the previous decision with regard to the student’s guilt or innocence and may modify the penalty previously imposed.

5. Barring newly discovered material evidence or facts, an appeal is limited to a review of the record of the hearing, the written evidence introduced at the hearing, and the Committee’s hearing report.

6. The Dean/Designee may not impose a more severe penalty than was previously imposed.

7. The Dean/Designee’s decision on appeal is final.

8. A concise report of the Dean/Designee’s decision and his/her reasons therefore shall be submitted in writing to the accused, the faculty member, and the Student Affairs Officer within seventy-two (72) hours of the Dean/Designee’s decision.
O. Student Records

Notations will be made in the student's permanent file of any convictions in accordance with the Code. Suspensions, and drops for violation of the Code may be noted on the student's transcript by the phrase "Honor Code Suspension" or "Honor Code Dismissal." If a verdict of "not guilty" was reached or the student was found "not guilty" on appeal, there will be no record whatsoever in the student's permanent file of the alleged violation.

P. Reporting of Alleged Unprofessional Behavior by Faculty or Staff

A member of the College community observing allegedly unprofessional behavior by faculty or staff may discuss the situation with the member of the College community in question, or may report the alleged unprofessional behavior to that person's supervisor, a faculty member's department chair or to the Dean of the College. Those parties will take any further action they deem necessary to resolve the situation.

VI. AMENDMENTS

Amendments to the Honor Code must be approved by a two-thirds vote of the Honor Code Committee or a two-thirds vote of the Dean's Student Advisory Council and must additionally be approved by the Faculty of the College of Pharmacy and Health Sciences.

The Drake University College of Pharmacy and Health Sciences Honor Code, upon approval by the Dean's Student Advisory Council and Faculty, shall take effect beginning on the first official day of classes in May of 2005. The Code shall remain continuously in effect, regardless of whether or not the University is in session.

VII. THE PLEDGE OF HONOR

- "I do hereby certify that I understand and pledge to abide and be bound by the Drake University College of Pharmacy and Health Sciences Honor Code. I agree to conduct myself in a honorable manner at all times and to uphold the highest degree of academic honesty, professional and ethical behavior, and integrity. I understand that if I am ever found to be in violation of the Honor Code, I may be subject to a range of disciplinary sanctions, from academic exercise failure to being dropped from the College, all of which will be documented in my permanent file."

__________________________________________  ______________
Faculty/Staff Member’s Signature          Date

[1] Adapted from Campbell University School of Pharmacy Honor Code, Buies Creek, NC (2003).

[2] The faculty member or Dean/Student Affairs Officer may select this option where he/she feels the violation is serious enough to warrant consideration of the penalties of suspension, or being dropped from the College.

Appendix L
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Overview

An individual faculty development plan serves as a roadmap for one’s professional development. A development plan is beneficial for both new and seasoned faculty members as they direct their careers. A plan encourages reflection and goal setting for professional and career goals, as well as contributions to the University. The plan also allows an individual to discuss their plans with mentors and department chairs. In addition, the plan can serve an important role in developing pre- promotion, promotion, and/or tenure portfolios.

This document describes the College’s Development Program and is a resource to help faculty members develop their individual plans. It also provides a listing of resources available at both the College and University level. The College’s program encompasses the three major components of a faculty development program as described by Boyce et al: “In general, a comprehensive faculty development program can be divided into three major process elements:

1) comprehensive orientation program; 2) mentoring; and 3) ongoing development of specific abilities”.¹

Tie to Accreditation

Accrediting bodies, in part, focus on the professional development of faculty. Thus, this comprehensive program helps faculty address areas important to all faculty members and to the College, including being an effective educator, scholar, and one engaged in service that advances the program and profession. Specifically, professional development supports the following qualitative factors² addressed by many accrediting bodies:

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Faculty and staff have academic and professional credentials and expertise commensurate with their responsibilities to the professional program and their academic rank.

Educational effectiveness – Faculty members have the capability and demonstrate a continuous commitment to be effective educators and are able to effectively use contemporary educational techniques to promote student learning in all offered pathways.

Scholarly productivity – The college or school creates an environment that both requires and promotes scholarship and also develops mechanisms to assess both the quantity and quality of faculty scholarly productivity.

Service commitment – In the aggregate, faculty engage in professional, institutional, and community service that advances the program and the profession of pharmacy.

Practice understanding – Faculty members, regardless of their discipline, have a conceptual understanding of and commitment to advancing current and proposed future pharmacy practice.

Faculty/staff development – The college or school provides opportunities for career and professional development of its faculty and staff, individually and collectively, to enhance their role-related skills, scholarly productivity, and leadership.

Policy application – The college or school ensures that policies and procedures for faculty and staff recruitment, performance review, promotion, tenure (if applicable), and retention are applied in a consistent manner.

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CPHS Mission, Vision, and Core Values

Faculty should tie their personal development plan to the mission and vision statements of the College and University.

The Vision for the College:

*A diverse community of learners leading the way to a healthy world.*

College Mission Statement:

*Preparing today's learners to be tomorrow's health care leaders*

The College of Pharmacy and Health Sciences provides an intellectually stimulating learning environment with collaborative learning among students, faculty, and staff. Graduates are liberally educated professionals who are dedicated to serving their clients, patients, profession, and community. The College emphasizes excellence and leadership in education, service, and scholarship.

Core Values:

*Collaboration, Collegiality, Entrepreneurial Leadership, Innovation, Professionalism, Student/Learner--Centered*

Aspirational Values:

*Agility, Global Perspective*

The College’s professional development program includes the following components:

- Comprehensive Orientation
- Mentoring
- Ongoing Development
In addition, a number of financial and other resources are provided to faculty to support their efforts in professional development.

**Comprehensive Orientation:**

All newly hired faculty members participate in University and College orientation programs that occur throughout the first year of employment. The University’s New Faculty Orientation program (administered through the Provost’s office) typically includes orientation to: Human Resources and personnel procedures, University resources for teaching and research, creating syllabi, and using information technology at Drake. The College’s New Topic Series program (administered through the CPHS Dean’s office) covers policies, support services across campus, teaching and learning methods/technologies, orientation to the experiential program, evaluation and development of teaching and research, as well as the promotion and tenure process.

The CPHS also provides each new faculty member with a College Orientation Manual. The manual includes a description of both campus and college facilities, resources, job descriptions and support personnel, principles of faculty workload, work-life balance, the development program, and various resources available to faculty (websites, AACP modules, books on teaching and being a faculty member, and professional organizations for involvement). Further, each faculty member has access to the University’s Faculty Handbook and the College’s Faculty Handbook. These documents clearly outline policies related to faculty employment.

**Mentoring:**

In an effort to more fully acclimate and prepare faculty for long-term employment and retention in the College of Pharmacy and Health Sciences, and based on results of formal faculty surveys indicating a need for more formal mentoring, a faculty mentor program was instituted in the Fall of 2009. The
program matches a senior faculty colleague with each new faculty member. Mentors and mentees are matched within their departments and are required to meet throughout each semester leading up to pre--promotion review. Mentors provide annual summaries of their meetings to department chairs.

The mentor duties include:

- Assist new faculty members in understanding the prevailing departmental and institutional cultures and procedures.
- Provide information about time management and assist in developing a network of colleagues and contacts who can provide mentorship in specific areas of identified need.
- Provide advice on preparation of course syllabi and materials, based on approved CPHS guidelines.
- Hold discussions on teaching strategies; visit the new faculty member’s classrooms, laboratories and/or clinical sites.
- Provide information about professional opportunities internal and external to the university (funding sources, potential collaborators, publication outlets).
- Review research proposals and provide advice on publishing the results of research.
- Provide information regarding the structure of college and university committees and discuss the role of faculty governance.

**Ongoing Development of Specific Abilities:**

**College activities/resources**

The College routinely aids faculty in developing specific abilities, primarily related to teaching and research development. This occurs via two methods: 1) ongoing, College initiated retreats and programming and 2) support for self---development via internal and external sources. Financial support
has typically funded development programs in research and teaching (e.g., AACP and ACCP programs, the CPHS Instructional Design Academy) and programs related to specific faculty duties (e.g., Assessment conferences, Leadership and Fellows programs, certifications, etc.).

Internal retreats and programming occur annually and are initiated through the Faculty Affairs Committee in collaboration with the Student Affairs office and Dean’s office. The Faculty Affairs Committee invites qualified internal and external speakers in order to learn from their experiences. These sessions typically address teaching methods and practice, scholarship/research, and advising/mentoring of students. The College has also implemented an advisor development program, Excellence in Academic Mentoring and Advising. The program emphasizes a variety of learning opportunities for faculty to enhance their personal and professional growth as a mentor and advisor. Participants have the opportunity to earn an Excellence in Academic Mentoring & Advising Certificate by attending six (6) hours of programming.

In addition, the College coordinates the pre--- promotion review process. This review process provides faculty with a formative assessment of their progress towards promotion and/or tenure within the College. A pre--- promotion review committee, composed of faculty at a higher rank from each department, reviews the faculty member’s work and provides formal feedback to the individual.

Other development activities for faculty include peer review of teaching, comprehensive teaching reports and resources via the IDEA Center system.

**University activities/resources**

University opportunities include the University’s Annual Learning Symposium: a day long symposium which focuses on effective and innovative teaching strategies, University teaching/mentoring initiatives, and related topics on developing the faculty. The University also conducts teaching workshops and discussion groups, including workshops for FYS instructors and discussion groups on such as the ‘Talk
Teaching’ program. Drake also provides development ‘resources’ to faculty that includes items such as tuition remission, sabbatical leaves, course release opportunities for development, and computing/classroom technology needs. Resources for external development are provided such as financial support (intramural grants, travel funds, and development funds) and in-kind sources such as course release time. Support typically covers individual development in research/scholarship, teaching, and professional practice development.

A listing of both financial and non-financial support for faculty development is provided below in the ‘Resources’ section of this document.

**Resources:**

The following financial and non-financial resources are available to help faculty achieve their professional goals and those of the College and University. These are described fully in a variety of resources: CPHS Faculty Orientation Manual, CPHS Faculty Handbook, Drake Faculty Handbook and Charter, as well as on the University’s website.

**Financial:**

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<tr>
<td>Annual Faculty Development fund</td>
<td>$2000/faculty/year</td>
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<tr>
<td>Harris Research Fund*</td>
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<td>Jorndt Faculty Development Fund*</td>
<td>~ $30,000/year</td>
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<td>Hartig Faculty Development Fund*</td>
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<td>Weaver Community Service Funds*</td>
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<td>Annual unrestricted funds, as available</td>
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<th><strong>University Based Funds</strong></th>
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<td>Drake International Development Funds*</td>
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<tr>
<td>Drake Sabbatical Research Fellowship*</td>
<td>$4000/faculty/year</td>
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<td>Drake Faculty Development and Enrichment Grant*</td>
<td>$1500/faculty/year</td>
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<td>Drake Research Grants *</td>
<td>Up to $3000/faculty/year</td>
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<tr>
<td>Undergraduate Assistant Grants (Matched by College)*</td>
<td>Up to $1100/faculty/year</td>
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<td>Tuition remission</td>
<td>Varies</td>
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* application required

Non—Financial:

CPHS Faculty Orientation Manual  CPHS

New Faculty Orientation Program Drake

New Faculty Orientation Program CPHS

Mentor Program

Annual meetings with Department Chair or supervisor

Peer Review of Teaching Pre-promotion

Review

IDEA Center resources on teaching and learning

CPHS Excellence in Academic Advising and Mentoring Program

DELTA Rx Think Tank Series

Drake Annual Learning Symposium
Sponsored Programs Office (assistance in identifying funding, writing proposals and developing budgets)

Sabbatical/Learning and Development leave * Teaching assistants *

Academic Technologists (through DTS) Reassigned

Time *

Personal computing

Cowles Library and CPHS databases

Research tools (Qualtrics, SPSS, Lynda modules, etc.)

Drake Human Resources Department’s Excellence in Learning and Development Series

*Application Required