

University of Washington School of Pharmacy

Department of Pharmacy

Guidelines for Promotion and Tenure

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Summary of Basis for Promotion

Decisions concerning appointment, reappointment, promotion and tenure are based on a faculty member's effectiveness in research/scholarly activities, teaching and professional and community service. This document amplifies the UW Handbook by detailing the criteria and providing a variety of examples for how the criteria might be met. This document should serve as a guide to individual faculty for self-evaluation and for departmental deliberations regarding appointment, promotion and tenure.

1. The purpose of promotion is to build the best possible faculty of the Department, taking into consideration the special and unique contributions that faculty members can make. An atmosphere should be fostered in which faculty members are encouraged to attain the highest level of competence and recognition. Promotion involves recognition of past achievements and the Department's confidence in future accomplishments leading to the highest possible level of performance for each faculty member.
2. Promotion is based upon contributions made in the three general areas of teaching, research/scholarly activities, and service. To be promoted, a candidate should excel in either scholarship or teaching and be strong in the other area. It is recognized that what constitutes scholarship can vary based on an individual's emphasis, and that departmental expectations for teaching, research/scholarly activities, and service may vary.
3. Teaching for faculty members of the Department of Pharmacy encompasses all of the various activities related to the instruction of professional and graduate students, post-doctoral fellows, residents, practitioners, and colleagues. Teaching formats include didactic lectures, clinical experiential learning, and small group and laboratory experiences at both the professional and graduate levels as well as working with professional and graduate students on individual instruction and research projects. Also, teaching includes implementing innovative methods of presenting material that result in students being actively involved in their own education. At the graduate level, teaching includes supervision of master's thesis and doctoral dissertation research.
4. Research/scholarly activity is the systematic pursuit of new knowledge and information, utilizing proper experimental design, contemporary methods, and appropriate analyses. This includes the design, implementation and outcome assessment of a new and innovative clinical service or educational paradigm. Publishing and presenting reports of research or analysis of the scientific and professional literature typifies scholarly activity. The awarding of grants or research contracts also serves as recognition of

research/scholarly activity. These scholarly efforts should eventually lead to scholarly publications in national and international journals or in other appropriate literature.

5. Service is of particular importance in a professional school in terms of: a) advising, counseling, and other student activities; b) administrative and committee work; c) service to health care institutions; and d) public service at a national, state, or community level. Faculty members can also be recognized through other meritorious achievements such as invited presentations, awards, honors, and election to office in scholarly or professional organizations.

Promotion and Tenure Committee

The School of Pharmacy Promotion and Tenure Committee (PTC) reviews all tenure decisions and proposed promotions to the level of Senior and Principle Lecturer and Associate and Full Professor. After the review of a proposed promotion, the PTC makes a recommendation to the Dean.

If the Chair and the department faculty do not agree on a particular proposed appointment or promotion, the PTC also plays a fact-finding role. The PTC will meet with both the department faculty members and the Chair to determine the cause of the disagreement before making its recommendation to the Dean. In cases where the PTC does not agree with the Chair of a department on a proposed appointment or promotion, the PTC shall meet with the Chair of the department. The Chair will present the case and then the PTC will make its recommendation to the Dean.

Faculty Titles

I. Qualifications for Regular Faculty Appointments

Information regarding regular faculty appointments may be found in the *UW Faculty Code*, Vol. II, Chapter 24, Section 24-34.

Assistant Professor: requires a demonstration of teaching, research and service ability beyond that ordinarily required of an Instructor. Appointment to this rank demonstrates a clear commitment of the individual to an academic career and of the University to the individual. Initial appointments are for three years. In the spring of the second year, faculty senior in rank will review each assistant professor to determine whether a second three-year appointment is warranted.

Associate Professor: requires a record of substantial success in teaching, research/scholarship and service. In unusual cases, an outstanding record in two of these activities may be considered sufficient.

Professor: requires outstanding, mature scholarship as evidenced by accomplishments in teaching, research/scholarship and service, as evaluated in terms of national or international recognition.

II. Qualifications for Research Faculty Appointments

Information regarding research faculty appointments may be found in the *UW Faculty Code* Vol. II, Chapter 24, Section 24-35.

Research Assistant Professor: This is the initial level of appointment for faculty entering the research faculty track. National searches, and credentials equivalent to regular assistant professors are required, including possession of the terminal degree in the field. These appointments follow an appointment track identical to assistant professors: initial appointment for three years, with a review in Spring Quarter of the second year. If the appointment is renewed, a mandatory review for promotion or non-renewal must be made by the sixth year of appointment.

Research Associate Professor and Research Professor: Appointment or promotion to these titles require credentials equivalent to those of the corresponding regular rank, with emphasis on research productivity and grant and contract support. Appointments may be for up to five years, with renewal decision in Autumn Quarter of the last year of the appointment period.

III. Qualifications for Instructional Faculty Appointments

Information regarding instructional faculty appointments may be found in the *UW Faculty Code*, Vol. II, Chapter 24, Section 24-34.

Lecturer: Lecturer is a title that may be conferred on persons who have special instructional roles. Lecturers should be reappointed at least every five years. Part-time lecturers should be reappointed at least annually. A full-time lecturer, prior to expiration of an existing appointment, may be considered for reappointment as a lecturer or for promotion to a senior lecturer. Faculty members with lecturer titles have voting privileges and shall undergo annual review.

Senior Lecturer: Senior lecturer is a title that may be conferred on persons who have special instructional roles and who have extensive training, competence, and experience in their discipline. The normal appointment period shall be for a minimum of three years with exceptions to be reviewed by the Provost. Senior lecturers should be reappointed or considered for promotion to principal lecturer at least every five years. Faculty members with senior lecturer titles have voting privileges and shall undergo annual review. Appointment as a part-time senior lecturer shall be for one year or less.

Principal Lecturer: Principal lecturer is a title that may be conferred on persons whose excellence in instruction is recognized by appropriate awards, distinctions, or other major contributions to their field. Principal lecturers should be reappointed at least every five years.

Faculty with principal lecturer titles shall have voting privileges and shall undergo annual review. Appointment as a part-time principal lecturer shall be for one year or less.

IV. Qualifications for Titles Used in Conjunction with Faculty Titles

Information regarding the titles described in this section may be found in the *UW Faculty Code* Vol. II, Chapter 24, Section 24-34.

Acting: The acting title denotes a temporary appointment for qualified persons at the instructor (the instructor title is no longer used but candidates may be hired as acting instructors) or regular professorial levels. It is used for people who will be on the faculty for one year or less, or for people who have not yet completed the requirements for a regular appointment. It may not be used with research titles, or any annual appointments. At the UW use of an acting title may not exceed four years in any one rank or six years in any combination of ranks. This title may not be used for instructors or assistant professors whose appointments are not renewed.

Adjunct: An adjunct title denotes a courtesy appointment extended only to a regular or research faculty member who holds a primary appointment in another UW department to recognize their contributions to a secondary department. It does not confer governance or voting privileges or eligibility for tenure. These appointments are annual.

Affiliate: An affiliate appointment requires qualifications comparable to those for appointment to the corresponding professorial rank. These appointments recognize the professional contributions of those whose principal employment responsibilities lie outside the colleges or schools of the University. Appointments are annual or shorter and do not confer voting privileges. Refer to the School of Pharmacy Clinical and Affiliate Faculty Guidelines for more details.

Clinical: A clinical title denotes a courtesy appointment conferred at the appropriate professorial rank, usually to someone with a primary appointment with an outside agency or non-academic unit of the University, or in private practice. Clinical faculty make substantial contributions to University programs by working with faculty in preparing and assisting in instruction of students and in practicum settings. Appointments are annual and do not confer voting privileges. Refer to the School of Pharmacy Clinical and Affiliate Faculty Guidelines for more details.

Emeritus: An emeritus appointment is given to a faculty member (including research and clinical) who has officially retired from UW service and whose scholarly, teaching or service record has been meritorious. The usual criteria are at least 10 years prior service on the faculty, and achievement of the rank of professor or associate professor.

Joint: A joint appointment is one that recognizes a regular or research faculty member's long-term commitment to, and participation in, two or more UW departments. One department is designated the primary department; the others are secondary. This designation can be changed only with the concurrence of the faculty member and the appointing departments; the same is true of relinquishing a joint appointment. Personnel determinations (salaries, promotions, leave, etc.) originate with the primary department, but may be proposed by a secondary department,

and all actions must have the concurrence of the secondary departments. A regular faculty member with a joint appointment(s) may arrange to participate or not participate in the governance of the secondary department(s); however, these arrangements must be in writing, and will be used in determining the quorum for faculty votes.

Guidelines for Promotions

Introduction

Members of the faculty in the Department of Pharmacy are scholars in their respective disciplines in pharmacy. Members of the faculty are encouraged to collaborate with fellow faculty whenever it is appropriate, and conduct themselves in a collegial manner. The requirements outlined here are assumed to be in the context of good working relationships with peers and staff, participation in service activities, ability to work in a team, and flexibility in meeting the changing demands of professional roles. Interdisciplinary contributions are encouraged. When faculty members are considered for promotion to the next rank, the faculty senior in rank in their department, the department Chair, and the PTC of the School and the Dean will evaluate their evidence of scholarship, teaching and service. Subsequently, the Office of the Provost reviews the promotion packet. Typically candidates are informed of promotion decisions in spring quarter. Generally faculty considered for promotion should have demonstrated contributions in the areas of teaching, scholarship and service. Scholarship in pharmacy is traditionally accomplished through research in biomedical or clinical sciences. In the Department of Pharmacy, an additional area of scholarship that can be taken into account is that of academic pharmacy practice (PhP) (see description below). Evidence of accomplishments in traditional research and academic PhP will be considered equivalent for the purpose of promotion and tenure. All candidates for promotion must have published in peer-reviewed journals. The senior faculty and the PTC, in reviewing a candidate proposed for promotion, will look for evidence of quality, productivity and impact in the areas of teaching, research and/or academic PhP, and service.

Promotions

University guidelines for the promotion of faculty members are found in Volume II, chapter 24 of the *University of Washington Faculty Code* (URL: <http://www.washington.edu/faculty/facsenate/handbook/handbook.htm>) and are followed by the SOP. Listed below are further guidelines for promotion of faculty in the Department of Pharmacy. The general standards of quality and productivity in each area of academic activity; teaching, research, academic PhP and service, are described below.

It should be noted that there is an expected minimum in all three areas of teaching, research/scholarly activity and service. A faculty member who simply meets the minimum in these areas is not guaranteed promotion.

Each faculty member under the rank of Professor (or equivalent) shall be considered annually for possible promotion (please see Appendix 6, *University of Washington Faculty Code*, Vol. II.

Section 24-54, Procedure for Promotion). Junior faculty members (Assistant Professor or equivalent) shall be reviewed on an annual basis by the faculty senior in rank in a process coordinated by the department Chair. Assessment of progress toward promotion should be a key consideration. Promotion of faculty members at the rank of Associate Professor or equivalent shall be considered at the time of their regular review, which will be held at least every two years. It is hoped that these SOP promotion guidelines will help the candidate throughout his or her career, and will help structure the annual discussions with the department Chair. Faculty members at the rank of Professor shall be reviewed at least every three years.

Lateral Moves or Promotion to Different Tracks

A faculty member may move laterally or be promoted from the lecturer or research track to the regular track or vice versa, by a vote of the faculty, provided the individual initially was hired as the result of an appropriate search or appointment. The Department Chair or a faculty member may initiate a request for a lateral move between tracks. Lateral moves are not intended for use by faculty denied tenure. As with all faculty actions, the Chair, the Dean of SOP, and the Provost's Office review these decisions.

Special Cases

For regular faculty, an outstanding record in teaching can counterbalance a modest deficiency in research/academic pharmacy practice. An outstanding record in research/academic pharmacy practice can counterbalance a modest deficiency in quality of teaching. The requirements of service still must be met.

For research faculty, an outstanding record in research/academic pharmacy practice can counterbalance a modest deficiency in quality of teaching. The requirements of service still must be met. It is expected that all research faculty will meet the guidelines of scholarship in research/academic pharmacy practice.

Generally, successful candidates for early promotion from assistant to associate professor (regular or research tracks) present exceptionally strong credentials. These candidates should put forth their credentials for review in the autumn with the mandatory assistant professor packets. For assistant professors, early promotion request is not expected during their initial appointment period, unless there is a prior agreement by the Department at the time of appointment. Because there is no University mandated timeline for progression to full professor, there is no defined early promotion; candidates are evaluated on the merits of their record.

Candidates who joined the SOP in mid rank should show evidence of continued strong productivity and achievement during their time at the University. Faculty members who have joint appointments in other schools and colleges or with affiliated institutions must fulfill the SOP promotion criteria.

The following sections provide detailed criteria for promotion in the areas of teaching, research, academic pharmacy practice, and service.

Evaluation for Promotion

Emphasis on Research, Teaching and Service

Successful candidates for promotion in both regular and research faculty tracks, should meet the expected criteria for performance in the three areas of teaching, research and service as detailed in the following sections of the guidelines, and should demonstrate strength or excellence in at least two areas. While service is required, the record of accomplishment in teaching and research/scholarly activities are generally more important in promotion consideration. Faculty in lecturer tracks will be evaluated primarily on their teaching record.

Emphasis on Academic Pharmacy Practice, Teaching, and Service

Successful candidates for promotion, who choose to contribute to advancing academic PhP, should meet the expected criteria for performance in the areas of teaching and service as detailed in the following sections of the guidelines. Contributions to scholarship will generally be practice-related. (See below, Research/Scholarly Activities, II.B.) Peer-reviewed publications and academic PhP activities must be consistent in quality and productivity to the scholarship in the traditional academic track.

Teaching

I. Definition

Satisfactory performance in teaching activities is required for promotion for faculty in the professorial track and may be used to satisfy teaching requirements for faculty in the research track. Excellence in teaching is required for promotion in the lecturer track. Teaching activities are expected of all faculty members in supporting the educational mission of the School.

Teaching activities can include:

- Lecturing
- Precepting students in experiential courses
- Course Coordination
- Creating handouts, syllabi, exams, and assignments
- Creating courses, rotations, or plans of study
- Organizing the successful implementation of the aforementioned.
- Planning the learning objectives, content, and format as contained in the course syllabus for a standard course that meets at regularly scheduled times throughout the quarter
- Providing assistance and counseling to students for a standard course
- Evaluating student performance

In essence, teaching encompasses all of those activities that either directly or indirectly facilitate student learning of knowledge, skills and attitudes. As such, the assessment of one's teaching

should include evaluation of these various components by those who are most qualified and appropriate to conduct those evaluations: students, peers and the teacher (self-assessment). Student evaluations should include at least one-third of registered students. Peer evaluation should be conducted according to Department procedures and criteria appropriate to a candidate's rank.

I. A. Regular Course Teaching

Examples of activities that qualify as teaching for purposes of promotion are:

Standard courses may include regularly scheduled numbered courses, new or special topics courses, distance learning courses, and UW extension courses. Directing independent study, leading seminars, and organizing journal clubs usually qualify as teaching.

A candidate may serve as sole coursemaster (100% responsibility) for a course or as co-coordinator. A qualifying co-coordinator must share responsibility for course content, format, organization, learning objectives, and grading. The co-coordinator must also be available to provide assistance to students. Both students and peers as appropriate to the candidate's rank must evaluate the co-coordinator's role in the course.

Occasionally, a faculty member may be considered to have major responsibility for the conceptual development and conduct of a course, even though they do not directly teach a majority of the content, if their role is explicitly documented; for example, by a supporting letter from the co-coursemaster of the course or from the department Chair. This role should be described in documents accompanying the candidate's promotion packet.

Important original contributions to instructional materials, laboratory handbooks or classroom aids also maybe considered as evidence of teaching contribution when accompanied in the promotion packet by a comprehensive description of their significance.

I. B. Other Teaching

Faculty members participate in various training activities outside of formal classroom teaching. These activities may involve long-term or short-term commitments to trainees. They may or may not be directly related to a formal degree requirement. Several types of activities are described below. For promotion consideration, not all of the activities are equivalent, nor are all required. Please see each rank for specific information. Also note that mentoring of an individual should be counted in either category I. B. 1. or I. B. 2., but not both.

I. B. 1. Extended Mentoring: responsibilities in which the faculty member is the major supervisor and mentor for a graduate student or postdoctoral fellow.

- Serving as chair of a student's supervisory (PhD) committee
- Serving as chair of a student's Master's thesis (MS) committee
- Serving as the supervisor and mentor for a postdoctoral fellow who is being trained in research specialties for at least one year

I. B. 2. Project Mentoring: responsibilities in which the faculty member supervises a student or fellow for a project of limited activity or duration.

- Serving as the faculty mentor for a student practicum
- Serving as the faculty mentor for a graduate student registered for independent study or research credits, when not chair of the formal supervisory committee
- Serving as the faculty mentor for a professional student, typically registered for independent study or research credits
- Supervising a professional student, graduate student, or postdoctoral fellow on a research project or lab rotation

I. B. 3. Advising and Committees

- Serving on a graduate degree committee in a capacity other than chair
- Serving as formal academic advisor to a graduate student
- Serving as Graduate or Professional Program Coordinator or Director, with training or advising responsibilities
- Serving as principal investigator of a training grant, with training or advising responsibilities

I. B. 4. Short Term Instruction

- Instructing a professional or graduate student and/or postdoctoral fellow in research techniques on an informal basis
- Developing and teaching a course that does not meet the criteria for classroom teaching
- Guest lectures, continuing education programs

II. Qualitative Evaluation of Teaching Activities for Promotion

To be considered for promotion, quantitative and qualitative criteria must be met in the area of teaching. All candidates are expected to demonstrate reasonable success in teaching. Table 1 lists evaluation elements for various types of instruction. How success is evaluated for the purposes of promotion is discussed below.

II. A. Classroom Teaching

A candidate for promotion should demonstrate reasonable success in student learning in their subjects as indicated on student evaluation forms, peer evaluations of teaching materials, and peer observations of classroom instruction. These documents will provide the primary evidence of meeting this objective. Other evaluation materials may be considered according to the conventions of the candidate's field. All courses in the Doctor of Pharmacy program are required to have student evaluations completed each time they are offered.

Evidence of Teaching. The following table provides a list of the minimum elements that should be presented each year by the faculty member to the department Chair during the annual review meeting, as well as in the P&T dossiers; it is the responsibility of each faculty member to ensure collection of these data. Faculty members are encouraged to provide additional data at their discretion. Evidence of teaching activities should be maintained in a teaching portfolio.

For **junior faculty**, evidence must be provided for **all** courses, clerkships and graduate mentorships in which that faculty member participated.

For **senior faculty** (Associate Professor or Senior Lecturer and higher academic ranks), evidence consists of data from one course, clerkship or graduate mentorship per year; selection should rotate yearly among all teaching in which the faculty member participated. Self-assessment of all courses, clerkships and mentorships is recommended and should be maintained in the teaching portfolio.

Table 1. Elements of teaching evaluation to be included in a teaching portfolio.

Types of Teaching			
Types of Data	Didactic^{1,2}	Clerkship	Graduate Mentorship
Student Assessment³	Numeric and summarized student comments from University's Office of Educational Assessment forms.	Students' evaluations of preceptors collected by School's Office of Professional Education or other means	A brief written review from mentees.
Peer Assessment^{2,3}	Faculty Peer Evaluation.	Letters from practice colleagues and/or OPE	Letters from other graduate mentor colleagues.
Self-Assessment	Brief written review of strengths and weaknesses regarding didactic teaching.	Brief written review of strengths and weaknesses regarding clerkship teaching.	Brief written review of strengths and weaknesses regarding graduate mentorships.

¹ Includes professional, graduate, external PharmD, continuing education, and other courses.

² For team-taught courses:

Course coordinator is responsible for assessment and distribution of results to guest lecturers

Peer evaluation of the course and course coordinating responsibilities by guest lecturers is encouraged

3. Copies of assessment forms are attached.

Evidence that a candidate's teaching contributions are of high quality and impact will be considered in the promotion evaluation. In addition to peer and student evaluations, evidence of high quality and impact can be based on one or more of the following:

- Numeric and summarized student comments from University's Office of Educational Assessment forms.

- Students' evaluations of faculty collected by School's Office of Professional Education or other means
- Self-assessment of strengths and weaknesses regarding teaching
- Nomination for or receipt of teaching awards
- Invitations to lecture or lead instructional sessions at regional, national, or international scientific meetings or professional courses
- Invited participation in course advisory committees or institutional instructional review boards
- Leadership positions in instructional efforts by professional societies
- Positive evaluation of teaching productivity, quality and impact as described in letters from independent, recognized experts in the candidate's field

II. B. Other Teaching

High quality and impact also are expected in other teaching. Evidence that a faculty member achieved such quality can be based on:

- Results of exit or subsequent interviews with former advisees
- Invited participation in committees advising or reviewing professional, graduate or postgraduate programs
- Individual competitive fellowships or research grants received by advisees during their training
- Nomination or receipt of mentoring awards
- Other formal evaluation procedures established by the departments for out-of-classroom teaching.

These attributes should be described in documents accompanying the candidate's promotion packet.

III. Promotion of Regular Faculty: Teaching

Promotion in rank as a regular professorial faculty member requires a significant contribution by the faculty member, in relevant aspects of his or her field, to student instruction in required courses within the Doctor of Pharmacy curriculum. Regular professorial faculty members are expected to participate in classroom teaching activities on a regular and continuing basis. Faculty members are expected to provide evidence of a commitment to student learning, competence in their field of instruction, and integrity in matters of course conduct and training. Faculty members are expected to make contributions to out-of-classroom teaching that further the development of students and trainees as productive practitioners and scientists. Faculty in the Lecturer track will be primarily evaluated on their teaching ability by review of student and peer assessments and review of their teaching portfolio.

III. A. Promotion from Assistant to Associate Professor or Lecturer to Senior Lecturer

Faculty candidates for promotion to associate professor or senior lecturer should have taught successfully and been evaluated in courses for which they were primarily responsible. If a

candidate is a co-instructor or otherwise shares responsibility for a course, their participation will be pro-rated based on their percent responsibility in teaching each course. Faculty candidates for promotion are expected to demonstrate ongoing involvement in teaching activities including course development, self-assessment of teaching abilities, and student assessments. Teaching assessments should demonstrate high quality and show attention to areas needing improvement. The candidate and department Chair must specify in the promotion packet how these contributions demonstrate the required level of teaching and training.

III. B. Promotion from Associate to Full Professor or Senior Lecturer to Principal Lecturer

Faculty candidates for promotion to full professor or principal lecturer should have taught and been evaluated in courses for which they were primarily responsible after achieving the rank of associate professor/senior lecturer. If a candidate is a co-instructor or otherwise shares responsibility for a course, their participation will be pro-rated based on their percent responsibility in teaching each course. Faculty candidates for promotion are expected to demonstrate significant participation in teaching activities. Teaching assessments should demonstrate excellence.

IV. Promotion of Research Faculty: Teaching

Research faculty may participate in the regular instructional program but are not required to do so, except insofar as required by their funding source. Research faculty are expected to provide mentorship of graduate or postgraduate students. Research faculty members are expected to provide evidence of a commitment to student learning, competence in their field of instruction, and integrity in matters of course conduct and training. They are expected to make contributions to out-of-classroom teaching that furthers the development of students and trainees as productive practitioners and scientists. The overall teaching and training record in rank, as well as each submitted course, will be evaluated for evidence of high quality and impact.

IV. A. Promotion from Research Assistant Professor to Research Associate Professor

Faculty candidates for promotion are expected to demonstrate substantial ongoing involvement in teaching activities at least equivalent to having chaired one completed PhD dissertation or two completed MS theses, or teaching one course per year. Occasionally, candidates who have not completed the committee chairing or classroom teaching requirements specified above will qualify for promotion through extensive involvement in other training activities. The candidate and department Chair must clarify in the promotion packet how these contributions demonstrate the required level of teaching and training.

IV. B. Promotion from Research Associate Professor to Research Professor

Faculty candidates for promotion are expected to demonstrate substantial ongoing involvement in teaching activities at least equivalent to having chaired one completed PhD dissertation or two completed MS, or teaching one course per year, after achieving the rank of

research associate professor. Occasionally, candidates who have not completed the committee chairing or classroom requirements specified above will qualify for promotion through extensive involvement in other training activities. The candidate and department Chair must clarify in the promotion packet how these contributions demonstrate the required level of teaching and training.

Research/Scholarly Activities

I. General Guidelines: Research/Scholarship

Promotion requires a significant contribution of the faculty member to his or her field of research/scholarship, with evidence of a national or international scientific reputation depending on rank. Below are general guidelines about the research productivity, research quality and impact. It is recognized that the research record commensurate with a given level of achievement varies from discipline to discipline within the Department of Pharmacy. Continued productivity in rank is considered at the time of evaluation. While not required, candidates in the Lecturer track could demonstrate evidence of successful research/scholarly activity. Any such activity would be included in promotion evaluation. The successful candidate's research record should be of high quality, and his or her research should demonstrate substantial impact. Evidence of high quality and impact might include:

- Positive evaluation of research productivity, quality and impact in letters from independent, recognized experts in the candidate's research area
- Sustained productivity in publication, including substantial contributions as first or senior author
- Publication in peer reviewed journals (original publication, critical reviews, symposia, case series, case reports, letters to the editor)
- Platform presentation at state / national / international meetings
- Poster presentation at state /national/ international meeting
- Fellow status in professional organizations or board certification
- Citation of research in other publications
- Editor of a book or other volume
- Author of a book or other volume
- Author of a book chapter
- Publication in non-peer reviewed journals, (original publication, critical reviews, symposia, opinions, case reports, letters to the editor)
- Awards received in recognition of outstanding research
- Indications of research reputation among peers such as invitations to speak at or lead sessions at national or international scientific meetings; invited participation on advisory committees, peer review groups, and editorial boards; leadership positions in professional societies
- Editor or co-editor of a journal
- Editorial board or regular journal reviewer for a journal
- Advising students on thesis or independent research projects
- Development of written, audio, computer-based, or other educational material

- Grant reviewer for government, foundation, professional or other organizations
- Consultant to government, industry, other universities
- Serving as Principal Investigator on funded grants or contracts
- Serving as a major scientific contributor on a funded research grant

Below is a table of elements to be included in the evaluation of scholarship. It should be noted that this is not an inclusive listing of elements to be reviewed for promotion and tenure decisions. Further, it is the applicant's responsibility to include all the information considered important and desires to be evaluated. The elements are divided into three subcategories;

1. peer reviewed activities,
2. non-peer reviewed activities, and
3. other evidence of scholarly activity.

Within each category, examples of specific elements that define the category are provided along with the products and documentation to be submitted by the applicant for evaluation.

Table 2. Examples of elements and documentation of research/scholarly activities.

Peer-reviewed Activity	
Element	Documentation
Peer review journal (original publication, critical reviews, case series, case reports, letters to editor, etc.)	CV / copy of article
Grant / Contract (funded and non-funded)	CV description of award (title, role, sponsor, amount, duration)
Platform presentation at state / national / international meetings	CV / abstract
Poster presentation at state /national/ international meeting	CV / abstract or poster
Fellow status in professional organizations, board certification	CV
Published peer-reviewed symposia (CE)	CV / copy of symposia

Non-peer reviewed Activity	
Element	Documentation
Editor of a book or other volume	CV
Author of a book or other volume	CV
Author of a book chapter	CV / copy of chapter
Non-peer review journal, (original publication, reviews, opinions, case reports, letters to the editor, etc)	CV / copy of article
Grant / Contract (funded and non-funded)	CV description of award (title, role, sponsor, amount, duration)
Platform presentation at state / national / international meetings (invited)	CV / abstract

Poster presentation at state / national / international meeting	CV / abstract
Published non-peer reviewed symposia (CE)	CV / copy of symposia

Other Evidence of Scholarly Activity	
Element	Documentation
Editor or co-editor for peer reviewed journal	CV
Editor or co-editor for non-peer reviewed journal	CV
Editorial board or regular journal reviewer for peer-reviewed journal	CV
Advising students on thesis or independent research projects	CV / publication of project report
Development of written, audio, computer, or other educational material	CV / copy of material
National or international recognition of scholarly accomplishment	CV
Grant reviewer for government, foundation, professional or other organizations	CV
Consultant to government, industry, other universities	CV

More detailed requirements are given in the sections that follow, first for all types of promotions, and then separately for each type of promotion of regular or research faculty.

II. Emphasis on Academic Pharmacy Practice

Introduction

To encourage the advancement of scholarship in academic pharmacy practice (academic PhP), the Department of Pharmacy has established guidelines to evaluate scholarly academic PhP activities of faculty being considered for promotion. It is recognized that individual faculty in the Department of Pharmacy will differ in their respective emphases on academic PhP. Some faculty may have little or no involvement in academic PhP, while others may have contributed significantly to advancing academic PhP. Academic PhP activities will be considered as an equivalent to more traditional research/scholarly contributions. The criteria for promotion remain the same; only the list of acceptable activities has been clarified. Faculty may choose to have their suitability for promotion be evaluated based in part upon their documented contributions to advancing academic PhP. This selection should be discussed with the Chair at the time of initial appointment. If a faculty member exercises this option, these guidelines will be applied to the review process.

II. A. Definition of Academic Pharmacy Practice

Academic PhP is the quest for scholarship in the field of pharmacy practice. Faculty involved in academic PhP carry out the mission of developing, integrating and applying new knowledge to innovate or improve pharmacy practice in community, institutional, educational, and other healthcare organizations. Critically important to academic PhP is the fundamental role of scholarship in creating and disseminating new knowledge. The above mission also recognizes the importance of developing interdisciplinary, collaborative approaches in carrying out academic PhP activities. The definition of academic PhP expressly includes practice activities related to the delivery, financing, management and organization of pharmaceutical care services and pharmaceutical education.

Examples of academic PhP activities include:

- Performing a needs assessment for pharmaceutical care or educational program
- Evaluating a pharmaceutical care program or activity; including designing or conducting a pharmaceutical care survey
- Providing technical assistance to a healthcare organization to establish a new pharmacy service or administrative system, or improve its existing pharmacy service
- Designing and evaluating new training or teaching materials for students and practitioners to meet an identified need in an emerging area of knowledge or practice
- Providing training or mentoring to pharmacy practitioners or professional groups
- Assisting local, state or federal policy makers with analysis or development of health policy as it relates to pharmacy, pharmaceutical care, and pharmaceutical education
- Promoting international pharmacy related projects

II. B. Criteria for Evaluating Contributions to Academic Pharmacy Practice

Academic PhP includes a wide array of activities. Regardless of the specific activities undertaken, the candidate's portfolio of academic PhP activities should be of high quality and demonstrate: (1) scientific rigor and technological advancement; (2) positive impact on the target community, population or organization; (3) effective dissemination; and (4) leadership. Written documentation of academic PhP activities should be included in the candidate's promotion packet.

II. B. 1. Scientific Rigor

Academic PhP activities should reflect an appropriate degree of scientific rigor. Evidence of scientific rigor could include:

- Use of rigorous quantitative or qualitative methods
- Use of conceptual frameworks that reflect recent developments in practice methods or theoretical understanding
- Use of evidence-based approaches that are well grounded

II. B. 2. Impact

The candidate's participation in academic PhP should have positive impact. This impact may take different forms. Evidence that the candidate's activities have had an impact could include the following:

- Development of innovative practice methods or substantial improvement or refinement of existing practice methods
- Improvement in a health policy, program, or organization
- Improvement in methods of medication surveillance, and prevention or control of adverse drug events
- Trainees have assumed positions of leadership as pharmaceutical care practitioners

II. B. 3. Dissemination

Central to academic PhP is disseminating the results of practice activities to appropriate groups. The candidate's record will be strengthened by having peer-reviewed publications. Evidence of dissemination could include:

- Publishing in peer-reviewed journals or in high-quality practitioner or professional journals or other periodicals
- Publishing in periodicals read by the target population
- Presenting to large numbers of persons that include the target population
- Developing video, computer-based, or other distance programs that reach a substantial number of persons in the target audience
- Writing pharmacy practice or policy documents directed toward health or regulatory agency officials, policy makers or legislators

II. B. 4. Leadership and Personal Contribution

The candidate should present evidence of leadership and personal contribution in carrying out academic PhP activities. It is recognized that for some academic PhP activities effective leadership may take nontraditional, more collaborative forms. Evidence of leadership and personal contribution could include:

- Serving as the chair or playing a key role on a task force
- Directing a pharmaceutical care-based activity
- Organizing ongoing partnerships with community or professional agencies that significantly enhance the quantity and/or quality of pharmaceutical care activities
- Receiving an award(s) for accomplishments in academic PhP

II. C. Review Process: Academic Pharmacy Practice

The following process should be followed for faculty opting to have their contributions to advancing academic PhP considered as part of their promotion package:

- The candidate should discuss with the department Chair and faculty advisor his/her desire to have academic PhP considered in their promotion review at the time of their

initial appointment, and should assemble an academic PhP portfolio documenting their individual contributions to advancing academic PhP.

- The department Chair, or the designated faculty coordinator for the promotion process, will identify appropriate expert peers in academic PhP who are willing to participate in the review process.
- The department Chair, or the designated faculty coordinator for the promotion process, will instruct the external references to evaluate the candidate's contributions to advancing academic PhP, based on the criteria outlined above and the relative balance of practice to the entire promotion package. The Chair will also address these criteria in recommending the candidate for promotion.

III. Additional Guidelines for Faculty Promotions: Research/Scholarship

III. A. Publications

Senior authorships are considered according to the conventions of the field. Publications that bear the name of the faculty member's preceptee as first author may be considered a senior author publication of the faculty member if the candidate was a major contributor to the conceptual development and conduct of the research, and to the preparation of the manuscript. This role should be described in documents accompanying the candidate's promotion packet. Important original contributions in books or monographs may also be considered when they are accompanied in the promotion packet by a description of their significance.

III. B. Research Grants and Contracts

When the candidate has served as a major scientific contributor but not principal investigator on a funded research grant, a statement of the candidate's role in the design and conduct of the funded research should accompany the promotion packet.

III. C. Relationship to Academic Pharmacy Practice

Some candidates will choose to emphasize academic pharmacy practice as one venue for their scholarly contributions to pharmacy. It is recognized that this emphasis will generally result in fewer contributions in the area of research, although peer-reviewed contributions and a national or international scientific-professional reputation are expected for all candidates for promotion.

IV. Promotion of Regular Faculty: Research

IV. A. Promotion from Assistant to Associate Professor

Promotion to Associate Professor requires a significant contribution of the faculty member to his or her field of research, including grant or contract awards, and presentation and publication of research. The candidate should be able to demonstrate evidence or promise of a national scientific reputation. Some of the publications should bear the name of the candidate as the first or senior author.

The faculty member should demonstrate success in competing for outside research support, as evidenced by serving as a principal investigator of, or major scientific contributor to, at least one major grant or contract. Alternatively, they may have held such a role on several smaller grants or contracts.

IV. B. Promotion from Associate to Full Professor

Promotion to Full Professor requires a record as an independent investigator with a well-developed research program, including grants and contract awards, and sustained, high-quality contribution to the candidate's field of research through presentation and publication. There should be evidence that the candidate has a national, or, if appropriate, international scientific reputation.

The faculty member should demonstrate success in competing for outside research support, as evidenced by serving as a principal investigator of or major scientific contributor to at least one major grant or contract while in the position of Associate Professor. Alternatively, they may have held such a role on several smaller grants or contracts, which together correspond to the effort of one or more major grants.

V. Promotion of Research Faculty: Research/Scholarship

V. A. Promotion from Research Assistant Professor to Research Associate Professor

Promotion to Research Associate Professor requires a significant contribution of the faculty member to his or her field of research, including grant or contract awards, and presentation and publication of research. The faculty member should demonstrate evidence or strong promise of a national scientific reputation. Because the teaching requirements for research track faculty are fewer than those for regular track faculty, a greater emphasis is placed on the research track candidate's research record in evaluation for promotion.

The faculty member should demonstrate success in competing for outside research support, as evidenced by serving as a principal investigator of or major scientific contributor to at least one major grant or contract. Alternatively, they may have held such a role on several smaller grants or contracts.

V. B. Promotion from Research Associate Professor to Research Professor

Promotion to Research Full Professor requires a record as an independent investigator with a well-developed research program and sustained high-quality contribution to the candidate's field of research. There should be evidence that the candidate has a national, or, if appropriate, international scientific reputation. Because the teaching requirements for research track faculty are fewer than those for regular track faculty, a greater emphasis is placed on the research track candidate's research record in evaluation for promotion.

The faculty member should demonstrate success in competing for outside research support, as evidenced by serving as a principal investigator of, or major scientific contributor to, at least one major grant or contract while in the position of Research Associate Professor. Alternatively, they may have held such a role on several smaller grants or contracts, which together correspond to the effort of one or more major grants.

Service

I. Introduction

The faculty in the School of Pharmacy can be considered to be a community of scholars. They are members of the larger University community and also of the broader community outside the University. With these memberships come both benefits and responsibilities. Responsibility to the School includes the expectation that all faculty members will serve the community at large in a professional capacity that enhances the standing of the School and the University as a whole, and provides benefits to the broader society. In addition, it is expected that faculty will work to maintain the operation of the school, and to contribute to its reputation through efforts to improve its programs and facilities. Responsibilities to the faculty member's profession include the expectation that faculty will contribute to the maintenance and growth of their profession. While not required, candidates in the Lecturer track could demonstrate evidence of service. Any such activity would be included in promotion evaluation. Table 3 provides a summary of service activities and expected documentation.

II. Definition of Service

Service by members of the faculty occurs in various arenas: University Service (including to the faculty's own department and to the School of Pharmacy); other professional service (including institutions specific to a discipline and to organizations at the local, state and national levels); and community service. Activities that would meet the definition of academic pharmacy practice should be included in the candidate's academic PhP portfolio, and not be included in the sections of the Curriculum Vitae relating to service.

Examples of Service activities could include:

- Membership and participation on committees or councils of the Department, School, University, or UWMC
- Advising junior faculty
- Other contributions to faculty governance
- Serving in an administrative capacity for the Department, School, or University
- Administrative activities including those associated with a Center, Office, Program, Residency or Fellowship
- Administrative activities associated with Director, Chair, and Assistant/Associate Dean positions
- Patient care
- Community based programs and research, educational outcomes

- Development of community outreach sites for experiential teaching
- Health related presentations to community, health-care provider training programs, and service on review boards, advisory panels
- Lectures, invited presentations, consultation or serving on an advisory committee at the local or state level
- Service on a grant review committee
- Service on an editorial board of a professional journal
- Chairing or organizing a symposium or session within a scientific meeting
- Service on a review or site visit committee
- Participation or consultation to an accreditation or other educational review board
- Service on an advisory or policy-making committee or board
- Service to a local, state, or national professional organization
- Membership on a national or international committee, board, etc.
- Regular peer review of manuscripts or grants
- Membership on boards and committees in the community-at-large
- Service on a K-12 school or college-level committee or board
- Community council or committee membership

Table 3. Examples of elements and documentation of service activities.

Element	Documentation
Community based programs and research, educational outcomes	Publication in local and state-wide literature, presentation in public forums, CV
Development of community outreach sites for experiential teaching	Syllabus, student project reports and assessment
Development of nontraditional, non-institutional teaching sites	Syllabus, student project reports and assessment
Health related presentations to community, health-care provider training programs, service on review boards, advisory panels	CV
University (including UWMC) committees and service at Departmental, School and University level	CV
Service to local, state, national, or international professional organizations	CV
Patient care	Peer evaluation
Administrative activities including those associated with a Center, Office, Program, Residency or Fellowship	CV
Administrative activities associated with Director, Chair, and Assistant Dean positions.	CV

III. Promotion of Regular or Research Faculty: Service

Service to the University and the broader community, and involvement in professional service activities outside the University, will be considered in recommending a faculty member for promotion. Such activities cannot substitute for teaching or research activities in meeting the minimum requirements for promotion, but they will be considered in evaluating a faculty member's overall suitability for promotion.

III. A. Promotion from Assistant to Associate Professor (Regular & Research tracks)

Faculty candidates should have served on one or more School committees on a regular basis, or have demonstrated equivalent service on a regular basis. In addition, faculty should have shown some evidence of Other Professional or Broader Community Service activities. Occasionally, extensive “Other Professional Service” may be considered in lieu of university service.

III. B. Promotion from Associate to Full Professor (Regular & Research tracks)

Faculty candidates for promotion to professor should have made a substantial contribution to university service and shown substantial evidence of other professional service or broader community service at the local, national or international level.

Department of Pharmacy Faculty Advisor Program

Central to the process of review for promotion and tenure is an on-going evaluation process for faculty appointed below the rank of Associate Professor, Research Associate Professor, or Senior Lecturer. The Department of Pharmacy Faculty Advisor program is designed to provide annual, timely, constructive feedback to junior faculty on their progress towards meeting departmental expectations for promotion. The following list describes the essential elements of the Department of Pharmacy Faculty Advisor program:

1. Each new junior faculty member shall have an Advisor assigned by the Chair after consultation with the new faculty member. The Advisor shall meet with the junior faculty member at least annually to review the junior faculty member's progress. The advisor's role is to assist the junior faculty member in meeting the expectations of the department as part of the faculty career development plan. The junior faculty member may elect to seek mentoring from another senior faculty, either within or outside of the department, on matters related to teaching and scholarship. Combining the role of a Faculty Advisor and mentor is not recommended.
2. Before each departmental annual review, the junior faculty member will provide the Advisor with a self-evaluation statement. The statement will include a summary of the past year's activities in the areas of research/scholarly activities, teaching, and service. Copies of the self-evaluation will be forwarded to the Chair and remain in the junior faculty's file.

3. At the time of annual faculty review (typically Spring Quarter), the Advisor will present a summary of the junior faculty member's progress towards promotion to the faculty senior in academic rank.
4. The Advisor and Chair will provide feedback to the junior faculty member following the senior faculty's annual review of their progress.
5. Annual review should be based on performance expectations identified during initial employment negotiations and conformance or planned deviations from these expectations. These expectations should be based on percent appointment, administrative responsibilities, joint appointments, or other shared arrangements. These should be documented in writing, retained by the Chair and the faculty member, and provided to the advisor. The relative emphasis placed on teaching, research/scholarly activity, and service should be based on the initial or revised expectations agreed to by the faculty and Chair.
6. Based on percent appointment, administrative responsibilities, joint appointments, or other shared arrangements; there should be an appropriate balance between scholarly activity, teaching and service.

Contents of Promotion Packets

When a regular or research faculty candidate is proposed for promotion, the department Chair must forward the promotion packet to the Dean. The Department Chair will appoint a senior faculty coordinator to assist the faculty candidate with development of their promotion packet. Each candidate is responsible for providing the required materials for the promotion packet to the department Chair. Candidates are allowed to place in their promotion files any material they feel should be considered. Below is a list of the required materials followed by further details.

I. Contents of the Promotion Packet

The promotion packets must contain the following items in the order listed below:

- Letter from the Chair
- Letter or signature of concurrence from the Chair of the joint/adjunct department(s) (if applicable)
- Candidate's Self-Assessment
- Faculty coordinator report and the candidate's response to the faculty committee report
- Faculty meeting report and the candidate's response to the faculty meeting report
- Letters of recommendation
- Copy of the letter from the faculty coordinator requesting letters of recommendation
- Candidate's current CV
- Teaching Documentation: including copies of all peer and student teaching evaluations conducted while in current rank and any supplemental materials

- Research Documentation: including reprints of three to five representative publications, cover statement and any supplemental materials
- Academic PhP Documentation (if applicable): including reprints of three to five publications, cover statement and any supplemental materials

Additional information may be included in the packet to support the candidate's case as explained below in Sections VIII through X.

II. The Letter From the Chair to the Dean:

- Candidate's full name;
- Proposed title (for professorial promotions, include the designation "with tenure" (also note % tenure) or "without tenure due to source of funding," as appropriate)
- Effective date of appointment
- Responsibilities of the candidate: teaching responsibilities; anticipated research goals; description of how candidate fits in departmental research program; administrative responsibilities, if any; and other responsibilities
- Faculty vote as follows: Regular faculty: _ yes, _ no, abstentions, absent and not voting research faculty: _ yes, _ no, abstentions, absent and not voting.
- A description of the area(s) (teaching, research, service) in which the candidate excels
- Recommendation of the Chair (the Chair does not vote with the faculty)

If a faculty member is being proposed for a joint appointment, with the primary appointment in another department, the department faculty must vote specifically to offer voting privileges with the appointment. Once privileges are awarded, either by faculty vote or *de facto*, they cannot be revoked without the faculty member's consent.

III. Candidate's Self-Assessment

- Candidates are allowed to place in their promotion files any material they feel should be considered which shall include a self-assessment of his or her qualifications for promotion. For more information see the *UW Faculty Code*, Volume 2, Chapter 24: Appointment and Promotion of Faculty Members, Section 24-54, B.
- There are no university guidelines for the self-assessment, other than it addresses the candidate's qualifications for promotion. Typically, the document touches on the three areas considered in promotion: research/scholarly activity, teaching, and service. Many faculty members use this as an opportunity to highlight achievements or explain particular accomplishments that may not be apparent from reading the CV. Although there are no page limits, most self-assessments are 1-3 pages long.

IV. Faculty Meeting Report and the Candidate's Response

- The voting faculty of the candidate's department superior in rank to the candidate shall meet to discuss the candidate's record and to vote on the promotion question. The department Chair shall write a formal report of these proceedings for the candidate,

summarizing the discussion and recommendation. For purposes of confidentiality, all names shall be omitted and vote counts may be omitted from this report.

- The candidate may then respond in writing to the department Chair within seven calendar days.

V. Letters of Recommendation

Promotion to the regular and research professorial ranks requires four or more letters of recommendation. The faculty coordinator, not by the candidate, should request letters of recommendation. The department Chair may request that the candidate furnish a list of potential referees, with disclosure of their relationships to the candidate. Letters from persons who have no conflicts of interest are an important part of the promotion packet since their review is thought to be unbiased. Because the letters of reference are confidential, the candidate is instructed not to contact potential referees. In general, letters of recommendation will follow the following guidelines:

A letter will be solicited from at least one member from the list provided by the candidate.

A letter will be provided from at least one person who is not on the candidate's list. Only one letter can be from the UW (or affiliated institutions such as CHMC, FHCRC, SBRI, VA, etc.).

At least two letters should be from peers who have no apparent conflict of interest (such as having a personal friendship, or co-author or co-investigator within the past three years).

Ordinarily at least two of the letters are from persons at outside academic institutions, government, industry, or practice-related organizations.

A copy of the request letter sent by the faculty coordinator should be included in the promotion packet.

VI. Curriculum Vitae

- An updated candidate's CV should be included.

VII. Teaching Documentation (See pgs 8–12)

The promotion packet should contain elements of documentation such as those listed in Section II. Table 1. At a minimum, copies of all student and peer evaluations conducted while the candidate was in current rank should be presented. For courses with co-instructors, each instructor must be evaluated separately by students and peers. For current PhD students, the candidate should indicate whether the General Exam has been completed. Depending on the record of the applicant, all promotion packets for regular and research faculty should contain the following supplementary documentation to support the strength of the candidate's teaching record:

- If a faculty member has major responsibility for the conceptual development and content of a course, but does not teach the majority of the content, a letter from the (co)-instructor or from the department Chair should be included that documents the candidate's role. Instructional material or handbooks developed by the applicant may also be included.

VIII. Research Documentation (See pgs 13–16)

Required Documentation:

- Copies of three to five articles, published or in press, and chosen by the candidate to demonstrate the impact of his or her research. A brief cover statement describing the impact of each of these articles should be included. These descriptions may be documented, where appropriate, by the number of citations of each article and evidence of the scholarly reputation of the journal in which each appeared. For promotions to professor or research professor, the emphasis should be given to articles published during the candidate's time as an associate or research associate professor.

Depending on the record of the applicant, the following supplementary documentation might support the strength of the candidate's research record.

- A listing of funded research grants on which the candidate was not Principal Investigator (PI) but played a major role. For each grant where the candidate was not the PI, a brief description of the candidate's role on the project and the extent to which it represents an independent research contribution should be given.
- A list of articles or book chapters that are not obviously peer-reviewed but that the candidate would like to be considered as a peer-reviewed publications. These should be accompanied by a brief cover statement giving a description of the review process for each article or chapter, including whether reviewers had authority to recommend against publication.

IX. Academic PhP Documentation (See pgs 16–19)

Candidates opting to have their contribution to academic PhP evaluated as part of their promotion review should include the following in their promotion packets, in addition to a CV and appropriate promotion packet material related to research and teaching activities.

- Copies of three to five technical reports, policy documents, peer-reviewed practice and education articles, articles in professional journals, newspaper editorials or other related material indicating the candidate's contribution to academic pharmacy practice. A brief cover statement describing the impact of each of these documents on academic pharmacy practice should be included.
- A listing of funded contracts or grants for which the candidate was not PI but played a major role. A brief description of the candidate's role on each project should be given.