

**Retention, Promotion and Tenure Guidelines  
Department of Pharmacology and Toxicology  
University of Utah**

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**CRITERIA AND EXPECTATIONS FOR RETENTION, PROMOTION AND TENURE**

**A. General Principles and Objectives**

Decisions by the Department of Pharmacology and Toxicology on retention, promotion and tenure for faculty members are consistent with the commitment of the University of Utah to the achievement and maintenance of academic excellence. As stated in U-Policy 6-303 (Section III.A. 2.c.i), “for granting of tenure, it is indispensable that there be a cumulative record demonstrating sustained achievement of effectiveness in each of the two areas of teaching and research/other creative activity, and additionally, achievement of excellence in a combination of those areas”. **For the award of tenure, the Department of Pharmacology and Toxicology requires excellence in both teaching and research/creative activity appropriate to the characteristics of our discipline.** In addition, faculty are expected to provide effective service to the University and to the profession, broadly defined. For candidates whose initial appointment is made at the assistant professor rank, tenure will not be awarded unless accompanied by promotion to associate professor. The same criteria for award of tenure apply for tenure-eligible faculty appointed at the associate professor rank.

Research or scholarship includes discovery, development and dissemination of new knowledge, and is universally accepted as a critical core mission of universities. The ability to conduct research of high quality is required for appointment to the tenure-eligible faculty in the Department of Pharmacology and Toxicology, for advancement in rank, and for award of tenure. The most quantifiable endpoint of research and scholarly activity is the publication of its results. **The Department defines excellence in research/creative activity as achievement in the conduct of research that makes significant contributions to new knowledge in a sustained fashion, and that is of such quality as to gain favorable recognition within the discipline at the national level.**

Teaching also has an obvious central role within the university. All tenure-track faculty are expected to participate in teaching and demonstrate a high level of effectiveness in this activity, which can involve presentation of lectures, direction of smaller discussion groups and laboratory training, and which can be directed to undergraduate students, professional students in the College of Pharmacy and School of Medicine, graduate students and postdoctoral trainees. **The Department defines excellence in teaching as achievement of a high level of effectiveness in presenting and explaining concepts, approaches and other principles that**

**are generally accepted as important learning objectives in our discipline to students and/or trainees, and in creating a positive learning environment for students and trainees, in one or more of the various forms of teaching conducted by the Department.**

Consistent with U-Policy 6-303 (Section III.A. 2.c.i), “for retention during the probationary period, the record for these two areas must demonstrate reasonable potential for meeting the standards established for tenure. For promotion in rank, the record for the two areas must demonstrate continuing professional growth at a level appropriate to the particular rank.” In addition, in carrying out their academic duties, “faculty members are expected to demonstrate the ability and willingness to perform as responsible members of the faculty, as defined in the Code of Faculty Rights and Responsibilities (U-Policy 6-316)”.

## **B. Retention as Assistant Professor**

### **1. Criteria and expectations**

**Teaching:** It is expected that the individual will show a commitment to teaching and will demonstrate an ability to develop and present well-organized lectures in professional and/or graduate courses. Furthermore, it is expected that the individual will demonstrate the desire to develop as an educator. Finally, it is expected that the individual will interact with their graduate and/or post-doctoral trainees in a manner conducive to their education and advancement.

**Research:** The Department expects that the individual will be able to establish, budget, and supervise a research laboratory, direct specific research projects and/or programs, and prepare grant applications seeking research funding from intramural and/or extramural sources. During the probationary period, the Department expects that the individual will publish the results of hypothesis-driven research in well-regarded, peer-reviewed journals.

**Service:** It is expected that the individual will show willingness to serve on Department, College and University committees as appropriate for years of service, and will initiate involvement in national service activities through discipline-appropriate, professional societies or similar organizations.

### **2. Evidence for effectiveness in teaching can be documented by:**

Participation in professional and/or graduate courses as instructor or course director

Receipt of positive evaluations by students and faculty peers

Demonstrated record of responding to student and peer reviews of teaching in a constructive and improving manner

Development of new courses or teaching materials

Nomination/recommendation and/or receipt of a teaching award

Successful mentoring of pre- and postdoctoral trainees

### **3. Evidence for effectiveness in research can be documented by:**

A publication record in peer-reviewed journals demonstrating continuity of an independent research program

A record of applying for and success in obtaining intramural and/or extramural grant support, including funding support for graduate students

Invitations to present research findings at scientific meetings or other universities/research institutions  
Participation in peer review of manuscripts for scientific journals  
Participation in peer review of grant applications  
Successful outcomes (e.g., dissertation, publications) of doctoral dissertation and post-doctoral research projects

**4. Evidence for effectiveness in service can be documented by:**

A record of participation in Department, College and/or University committees  
Assignment to administrative duties within the Department, College or University  
A record of participation in service to national professional societies

**C. Promotion to associate professor and **award of tenure****

**1. Criteria and expectations**

**Teaching: The teaching criterion for promotion to associate professor and award of tenure is demonstrated excellence in teaching as defined above.** The candidate is expected to participate in the teaching programs of the Department as assigned, with the number and type of contact hours reflecting an effort appropriate to the Department's teaching mission.

**Research: The research criterion for promotion to associate professor and award of tenure is demonstrated excellence in research as defined above.** The Department expects the candidate to establish, conduct, and publish results from a sustained research program that is recognized nationally for its high quality. Faculty are expected to obtain research funding, which is clearly necessary to support a high quality research program, to demonstrate the potential for continued success in obtaining such funding, and to disseminate the results of the research through scientific scholarly publications.

**Service:** The candidate is expected to provide service to the University and to the profession as broadly defined, by serving on Department and/or College and/or University committees, and by contributing in a substantive manner to their mission. The candidate is also expected to participate in service at the national or international level.

**2. To document excellence in teaching, the following items of evidence are required:**

Positive student evaluations, when considered overall, regarding the candidate's effectiveness as an instructor and/or course master, and regarding the candidate's creation of a positive learning environment (including numerical scores and written comments)  
Peer faculty observation reports that indicate a high level of effectiveness and professionalism and creation of a positive learning environment  
Consistent improvement in teaching performance, as reflected by improved numerical scores and increasingly positive written comments on student and peer evaluations, or maintenance of teaching performance once excellence has been achieved.

The College SAC report indicating a majority positive vote for promotion and award of tenure, and written comments that reflect the positive learning

environment created by the candidate and/or the candidate's record of responsiveness to student concerns

**Additional evidence of excellence in teaching can include:**

- Nomination for or receipt of a teaching award
- Guest lectureship at other institutions
- Development of a new course or novel teaching methods

**3. To document excellence in research, the following items of evidence are required:**

- A record of consistent publication as senior (primary/corresponding) author in peer-reviewed scientific journals describing work conducted in the candidate's laboratory, or where appropriate, the laboratories of a center or program
- Research funding awarded through competitive peer review from extramural agencies that is sufficient to sustain investigator-initiated research projects and/or graduate student dissertation projects and to permit consistent scientific productivity as defined above
- Positive letters of evaluation from reviewers within and external to the University of Utah indicating that the quality and quantity of the candidate's scientific work demonstrates an excellent or emerging excellent national reputation in research/creative activity, and stating a recommendation in favor of promotion and tenure

**Additional evidence for excellence in research can include:**

- Scientific publications as a significant contributor to collaborative research in which the candidate is not the senior author
- Authorship of review articles and/or book chapters
- A record of participation in peer review for scientific journals
- A record of participation on scientific grant review panels
- Invitations to present research findings at national/international scientific meetings and/or at other universities/research institutions
- Involvement in planning/organizing scientific sessions or scientific meetings

**4. Evidence for effectiveness in service can be documented by:**

- A record of participation in Department, College and/or University committees
- Assignment to administrative duties within the Department, College or University
- A record of participation in service to national professional societies

**5. Special note:** In the case of a faculty member hired at the rank of associate professor, but without tenure, the candidate must demonstrate a sustained level of excellence in teaching and research during the pre-tenure probationary period at the University of Utah.