

DRAKE UNIVERSITY

COLLEGE OF PHARMACY & HEALTH SCIENCES

FACULTY HANDBOOK

By-Laws Operating Policies and Procedures of the College 2023-2024

Updated July 1, 2023

FACULTY HANDBOOK

Table of Contents

<u><i>1.0 COLLEGE ORGANIZATION</i></u>	4
<u>1.1 College Mission Statement*</u>	4
<u>1.2 The Vision for the College*</u>	4
<u>1.3 Organization and Administration of the College*</u>	4
<u>1.4 College Governance*</u>	6
<u><i>2.0 OPERATING POLICIES & PROCEDURES</i></u>	13
<u>2.1 Honor Code*</u>	13
<u>2.2 Faculty Absences</u>	14
<u>2.3 Faculty Travel</u>	14
<u>2.4 Statement of Policies for the Distribution and Use of Faculty Development Funds</u>	14
<u>2.5 Sabbatical Leaves</u>	15
<u>2.6 Intellectual Property and Research Related Issues</u>	16
<u>2.7 Faculty Consulting Activities and/or Regular Outside Employment</u>	17
<u>2.8 Research Grants and Contract Policies</u>	18
<u>2.9 Purchase Requisitions and Work Orders</u>	18
<u><i>3.0 FACULTY</i></u>	19
<u>3.1 Faculty Recruitment</u>	19
<u>3.2 Faculty Workload</u>	20
<u>3.3 Faculty Responsibilities</u>	21
<u>3.4 CPHS Guiding Principles for Work/Life Balance</u>	23
<u>3.5 Appointment, Evaluation, Promotion and Tenure Policies*</u>	24
<u>3.6 Adjunct Faculty Appointments and Promotions*</u>	43
<u><i>4.0 ACADEMIC AND CURRICULAR POLICIES AND PROCEDURES</i></u>	43
<u>4.1 Curriculum and Academic Policy Changes*</u>	43
<u>4.2 Academic Affairs Committee Policies & Guidelines*</u>	44
<u><i>5.0 STUDENT ISSUES</i></u>	46
<u>5.1. Student Handbooks</u>	46
<u>5.2. Grade Appeal Policy*</u>	46
<u>5.3. Degree Requirements</u>	47

* Faculty Approved Policies

Appendices:

<u>Appendix A – College Organizational Chart</u>	48
<u>Appendix B – Organizational Chart Explication</u>	49
<u>Appendix C - College Administrative Position Descriptions</u>	58
<u>Appendix D - Appointment and Promotion Policies for Adjunct Faculty*</u>	75
<u>Appendix E - Definition of Scholarship*</u>	81
<u>Appendix F - Definition of Service*</u>	83
<u>Appendix G - Pre-Promotion and/or Pre-Tenure Checklist*</u>	84
<u>Appendix H – Instructions & Checklist for Candidates for Submission of Tenure and/or Promotion Dossiers*</u>	85
<u>Appendix I - Candidate Promotion and/or Tenure Flow Chart*</u>	87
<u>Appendix J - Timeline for Promotion and/or Tenure Review</u>	88
<u>Appendix K – Drake University College of Pharmacy and Health Sciences Honor Code*</u>	91
<u>Appendix L – Faculty Continuing Professional Development Program</u>	93
<u>Appendix M – Curricular Program Course Review Involving Vertical and Horizontal Integration</u>	104
<u>Appendix N – Policy on Curricular Change Process*</u>	106
<u>Appendix O - Faculty Evaluation Portfolio Guide</u>	108
<u>Appendix P – College of Pharmacy and Health Sciences Professional Electives Policy*</u>	118

*Faculty approved policies, considered part of handbook policy.

1.0 College Organization

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.

1.31 Department Structure. The College of Pharmacy and Health Sciences consists of three departments: Clinical Sciences, Pharmaceutical and Administrative Sciences, Occupational Therapy, and Health Sciences which also includes the Athletic Training and Nursing programs.

1.31 Administrative Officers. These individuals hold faculty appointments in the CPHS. For detailed College Administrative Position Descriptions, please see Appendix C.

1.321 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](#) for the official university responsibilities for the Dean.

1.322 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.

Please refer to page 8 of the [Drake University Faculty Manual](#) for the official university responsibilities for Associate/Assistant Deans.

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.

Please refer to page 8 of the [Drake University Faculty Manual](#) for the official university responsibilities for Associate/Assistant Deans.

1.324 Assistant Dean for Clinical Affairs. The assistant dean assumes a proactive leadership role in the college, especially in all matters related to experiential education. This individual oversees experiential education policy and procedure development and implementation, pertinent compliance with accreditation and regulatory requirements, experiential site and experiential educator development, student placements, curricular progression, contracting with external adjunct experiential education sites, and quality assurance. Appointments to this position are made by the dean with appropriate faculty input. The assistant dean 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 and Administrative Sciences may be involved in the oversight of the Animal Care Facilities.

Please refer to page 8 of the [Drake University Faculty Manual](#) for the official university responsibilities for Department Chairs.

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 is accredited by the Accreditation Council for Pharmaceutical Education (ACPE). A review will occur every 7th year of the 8-year ACPE accreditation cycle. The next site visit and review will occur during the 2031-2032 academic year.
- 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 occupational therapy doctorate program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The program submitted an interim report in April 2022 and will complete a full self-study and accreditation visit in 2025-2026.
- The athletic training program is accredited by the Council for Accreditation of Athletic Training Education (CAATE). A self-study will be due on July 1, 2025, with a review conducted during the 2025-2026 academic year.

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 faculty meetings on a quarterly basis during the calendar year. The dean or the College Administrative Committee may also convene special faculty meetings when deemed necessary. The faculty may also petition the dean or the College Administrative Committee to call a special faculty meeting. This petition must be called by at least three faculty and provide written communication with an explanation for the

special meeting request. The dean or the College Administrative Committee (CAC) must provide a written response to the request within five business days.

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 Best Practices for Conducting Meetings. The College is committed to ensuring that meetings are conducted effectively, efficiently, thereby supporting full engagement. Each faculty member should make every effort to attend meetings related to College governance. However, when attendance is not possible (i.e., conflicting teaching engagements, illness, scheduled absences from campus) Department Chairs or supervisors should be notified before the meeting.

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. 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.

7. 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 digital archiving.

1.43 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 College programs. Adjunct faculty may participate in college faculty meetings but do not have voting privileges.

1.44 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.

1.45 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.

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

1.47 College Committees. Committee charges are established at the beginning of the academic

year by the dean. Appointments to college and/or program committees is a joint responsibility of the dean and 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 and approved by the faculty June 8, 2016) with the addition of new programs).

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. Students may be reappointed for additional terms at the discretion of the committee chair and dean. The Associate Dean for Curriculum and Assessment and the Assistant Dean for Clinical Affairs as well as the Assistant Dean for Student Affairs and Enrollment Management are ex-officio members of this committee. However, specifically appointed administrative officer's designates may serve in place of an administrative dean, if so requested. Alumni and/or adjunct preceptors will be represented by 1 – 2 members appointed by the dean in consultation with the department chairs. (Updated Jan 2017)

Academic Affairs Programmatic-Level Review and Approvals.

Each program is autonomously responsible for creating, maintaining, and publishing a process of programmatic review of the curriculum/curricular changes. Examples of such a process might include full faculty vote within the program, or approval from a designated programmatic subcommittee. Other than first time elective courses and/or any change in elective courses, programmatic approval of all curricular changes is required prior to submittal to the College Academic Affairs committee for approval. See Appendix N for curricular additions, deletions, or changes.

Charge: Each academic program of study in the college reviews all changes to

curriculum in its respective specific program. This includes curricular guidelines, core courses, and elective courses. The program will align proposed curricular changes with accreditation standards, as relevant. The program will obtain relevant feedback on all proposed curricular changes from Administrative Officers in the College, including the Department Chair(s) overseeing the program, Associate Dean of Curriculum and Assessment, the Assistant Dean for Student Affairs and Enrollment Management and the Assistant Dean for Clinical Affairs.

Admissions Committees.

There will be distinct committees for each professional program requiring additional admissions criteria.

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 those 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 one student shall be appointed for a one-year term. The student may be reappointed for additional terms at the discretions of the committee chair and the dean. The College Admissions Liaison or a representative is an ex-officio member of this committee. Alumni and/or adjunct preceptors will be represented by 1 – 2 members appointed by the dean in consultation with the department chairs. (January 2017)

Assessment Committee.

There will be one College-wide committee with faculty representatives from each program. Programmatic subcommittees may be formed based on accreditation requirements, workload, and curricular need.

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 service more than two consecutive terms of service.

At least one student from each degree program shall be appointed by the dean for a one-year

term. Students may be reappointed for additional terms at the discretion of the committee chair and the dean. The Associate Dean for Curriculum and Assessment and the Assistant Dean for Clinical Affairs are ex-officio members of this committee. However, specifically appointed administrative officer's designates may serve in place of an administrative dean, if so requested. Alumni and/or adjunct preceptors will be represented by 1 – 2 members appointed by the dean in consultation with the department chairs. (January 2017)

Diversity, Equity, and Inclusion Committee.

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

Charge: The Diversity, Equity, and Inclusion Committee will make recommendations regarding ways to promote and achieve the College's DEI goals, in part by identifying challenges and strengths in achieving those goals and by educating and informing the college community about best practices and innovative methods to cultivate a safe, diverse, equitable, and inclusive environment.

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 program. When possible, the faculty serve two-year terms of service. No faculty member may serve more than two consecutive terms of service. A minimum of four (4) students will be selected from the various programs in the college. The students may be reappointed for additional terms at the discretion of the committee chair and the dean. A staff member will also be appointed by the Dean to serve on the committee. Alumni and/or adjunct preceptors will be represented by 1 – 2 members appointed by the dean in consultation with the department chairs. The dean may also appoint additional members with expertise or significant DEI roles in the college.

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 program's experiential learning. 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 experiential educators and advance student learning.

Membership: Members of the committees 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 faculty 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 one student from each program shall be appointed for a one-year term. The student may be reappointed for additional terms at the discretion of the committee chair

and the dean. The Assistant Dean for Clinical Affairs or a representative is an ex-officio member of each committee and serves as or appoints a chair. Alumni will be represented by the representatives of the experiential sites as appointed by the dean if possible. (January 2017)

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 and/or adjunct preceptors will be represented by 1 – 2 members appointed by the dean in consultation with the department chairs. (January 2017)

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 one student member 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. Students may be reappointed for additional terms at the discretion of the committee chair and the dean.

The Director for Student Affairs or a representative is an ex-officio member of this committee. Alumni and/or adjunct preceptors will be represented by 1 – 2 members appointed by the dean in consultation with the department chairs. (January 2017)

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 one student from each degree program shall be appointed for a one-year term. The students may be reappointed for additional terms at the discretion of the committee chair and the dean. Alumni and/or adjunct preceptors will be represented by 1 – 2 members appointed by the dean in consultation with the department chairs. (January 2017)

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.

1.471 Dean's Advisory Councils.

1.4711 Student Governance Association (SGA)

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 final year experiential education 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 SGA. The Dean and a student affairs officer will serve as advisors to the association. The complete By-Laws of the Student Governance Association are available on this webpage:

<https://www.drake.edu/cphs/organizations/studentgovernanceassociation/> (Approved May 2014 effective June 1, 2014, edited July 2015 for added new program representation on the committee).

1.4712 National Advisory Council and Program Advisory Boards.

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 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 the 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 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 in May 2005. See Appendix K for additional information as well as the Honor Code Statement that is to be signed by all members of the College.)

Electronic version is available [here](#).

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 [here](#).

2.3 Faculty Travel

2.31 Travel requests. If a faculty member will be absent for professional travel and wishes to request funds to support this travel, a CPHS [Travel/Development Request form](#) must be submitted with detailed information on the purpose of the travel, dates of the travel and detailed estimation of expenses for travel. The Travel/Development Request form will be reviewed by the Dean. If approved, the faculty member must also fill out the [Vacation/Days Out form](#) with the Professional Travel leave selected in order to record their absence.

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

2.33 Reimbursement procedures. The policies and procedures governing travel reimbursement can be found [here](#). For those approved to travel:

1. Travel reimbursement requests (see reimbursement form) **need to be submitted within 30 days** of travel so expenses can be accounted for in a timely manner and in the appropriate fiscal month. The Travel Expense Reimbursement form must be submitted to the Budget Manager electronically along with receipts and maps.
2. **All flights** must be booked using our travel agency, [Direct Travel through Deem](#) (<https://drake-dt.deem.com>)
3. The current mileage reimbursement rate is \$0.625 cents per business mile driven. Be sure to include a map of miles claimed with your reimbursement form.
4. If you are traveling by car, it is usually less expensive [to rent a car](#) (typically if the destination is over 80 miles away). Please take a few minutes to estimate mileage (\$0.625/mile) compared to the car rental rate and gas. Rental cars can also be booked through Direct Travel (but is not required).
5. As previously communicated, beginning July 1, 2022, Drake University switched from per diem for business travel to reimbursing “reasonable costs” for actual meals and incidental expenses (M&IE). As a [guideline](#) CPHS will define “reasonable costs” using current federal

government per diem rates (<https://www.gsa.gov/travel/plan-book/per-diem-rates>). Most cities fall in the \$60-\$70 range.

To clarify, we are not using government rate as a per diem, but rather a guideline/average.

Itemized receipts and final receipts (which may require two receipts – the itemized and the receipt indicating the tip/total) **will be required** for meals. The cost of meals includes taxes and gratuities. Drake will reimburse market-appropriate gratuities and suggests 15-20% for meals. Meal costs may include alcoholic beverages for staff and faculty, if appropriate; however, excessive alcohol purchases are not permitted. **Receipts will need to be scanned and emailed to Diana Newman with your travel reimbursement form.**

For nominal incidentals (i.e. tip to housekeeping), receipts are not required. You will record those on the Travel Reimbursement form under Incidentals, with a description.

To check Federal Gov't M&IE per diem rate by state/city: <https://www.gsa.gov/travel/plan-book/per-diem-rates>

- Select current FY
- Select the state to which you will be traveling
- Click “Find Rates”
- Select Meals & Incidentals (M&IE) rates OR scroll down past lodging rates to see M&IE rates
- Find the nearest city you will be traveling to
- The M&IE total includes B-L-D & incidentals.

For international travel per diem rates, click here:

https://aoprals.state.gov/web920/per_diem.asp

All University business procedures are contained in the Business Procedures Manual, which can be accessed electronically.

2.4 Statement of Policies for the Distribution and Use of Faculty Development Funds

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.

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.

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 [CPHS Travel/Development Request 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. Once a travel request has been approved, a [Request for Absence from Campus \(also known as CPHS Vacation/Days Out\) form](#) must then be submitted. Upon completion of any travel, the Drake Travel Expense Reimbursement form (submit within 30 days of travel) must be completed with receipts attached.

2.43 Requests for funding during the current fiscal year must be encumbered by May 1st.

Unencumbered funds are not carried over to the next fiscal year.

2.44 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.

2.45 Request for reimbursement of approved travel expenses is submitted on the Drake Travel Expense Reimbursement form, which can be found [here](#).

2.46 Exceptions to the above policies may be granted only with prior approval from the Dean and appropriate department chair. (approved 03/29/2007)

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 4.34 of the [Drake University Faculty Manual](#). All College faculty, including non-tenure track, are eligible for sabbatical upon meeting the University's other eligibility guidelines.

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:

<https://www.drake.edu/media/universypolicies/academic/Copyright.pdf>

2.62 Patents:

<https://www.drake.edu/policy/category/academics/patentpolicy/#d.en.304076>

2.63 Conflict of Interest:

<https://www.drake.edu/policy/category/academics/conflictinterestforfacultyinstruction/>

2.64 Misconduct in Science:

<https://www.drake.edu/policy/category/administration/sexualandinterpersonalmisconduct/#d.en.282088>

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. This report may be submitted as part of the annual Faculty Activity Report.

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.

University Policy on consulting: **The College adheres to the University policy located [here](#).**

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 [here](#). 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: <https://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 [here](#).

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 Facilities should be approved by the appropriate administrative officer(s) of the College prior to initiation of a work order. Work orders forwarded to the Drake Facilities 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 provide a report to the Dean and Department Chair indicating whether each candidate is acceptable along with the strengths and weaknesses of the candidate for the position. A recommendation from the Dean 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's Office 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

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 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 singularly 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 Assignments

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 Assistant Dean for Student Affairs and Enrollment Management 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 program committees. Appointments to college and/or program 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 F.

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](#).

3.4 CPHS Guiding Principles for Work/Life Balance

Preamble

Each member of the College has the right to determine meaningful balance between their professional and personal lives. In determining balance, all members of College should consider how they practice the Drake Core Values, including "Generosity of Spirit" which compels trust, care, respect and presuming the best of each other. Department Chairs and supervisors should expect excellence, but respect and promote self-care and home-life of faculty. This includes promoting clear delineation and separation of work and personal lives.

3.41 Work 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. Members of the College community are requested to check their email daily. All members of the College community should respond to email communications in a timely fashion (~2 business days), with recognition that email matters/requests have variable levels of urgency.
4. Course instructors are encouraged to proactively, regularly and repeatedly communicate boundaries and expectations surrounding communications and email turnaround with students.
5. Exceptions will be made for scheduled professional or personal absences or circumstances. No member of the College community is expected to acknowledge or return emails in the evenings, on the weekends or during holidays.

3.42 Work Meetings.

The College is committed to ensuring that meetings are conducted effectively and efficiently, thereby supporting full engagement. Guidance for conducting meetings can be found in section 1.4 College Governance. Each faculty member should make every effort to attend meetings related to College governance. However, when attendance is not possible (i.e., conflicting teaching engagements, illness, scheduled absences from campus) Department Chairs or supervisors should be notified before the meeting.

3.43 Work Commitment.

1. Our culture values an open-door approach to community. The University faculty manual (see section 2.15) requires faculty to have explicit office hours, and states, “2.15 - Faculty Office Hours: Each faculty member shall establish and maintain regular office hours to facilitate contact by students and staff.” Within the College we recognize that office hours can take many forms across programs, faculty, and students. Therefore, in the spirit of meeting student needs, faculty should strive to make themselves available for advising, student learning, and mentoring.
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. 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 discuss with their supervisor service commitments to the College, University, community, profession and/or their practice sites. These service commitments should be balanced with a faculty member’s other responsibilities.
4. Members of the College who have responsibilities off campus (practice-based service, research involvement, international service, etc.) should consider these aspects important to their work. However, in the case of schedule conflicts between on and off campus roles, on campus teaching responsibilities, student advising, and faculty governance should generally supersede off campus responsibilities. Faculty members who encounter conflicts with off campus roles should proactively work with their department chair or supervisor to resolve scheduling conflicts.

3.44 Renewal.

Members of the college are encouraged to engage in occupational recovery opportunities (e.g., breaks, vacations, sabbaticals) to optimize health, well-being, and performance.

3.5 Appointment, Evaluation, Promotion and Tenure Policies¹ –

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.”² 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.”³ 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.²

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.

¹ Policy adopted March 2009. All faculty hired after March 2009 will be considered under this policy. Policy received minor edits and approved by the faculty April 2013.

²<https://www.drake.edu/media/departmentsoffices/academicsdivision/migratedassets/policies/Academic%20Charter%20Complete.pdf>

³College Mission Statement CPHS Handbook Section 1.1

¹ <https://www.drake.edu/media/departmentsoffices/academicsdivision/migratedassets/policies/Academic%20Charter%20Complete.pdf>

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:

Instructor

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

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.

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.

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.

3.512 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

3.5141 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/departmentsoffices/academicsdivision/migratedassets/policies/Academic%20Charter%20Complete.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 transition 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 via a web-based portfolio, as explained further in Appendix O. 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). Once a decision is made by the Provost the Dean assures that the decision is shared with the candidate and department chair.

3.522 Procedure for transitioning from tenure-eligible to consecutive term faculty status

Faculty members with tenure-eligible status may transition to consecutive term (non-tenure) appointments in extenuating circumstances. Lack of progress toward tenure is not an appropriate rationale for making a request to move from tenure eligible to consecutive term status. To be considered for transition from tenure-eligible to consecutive term (non-tenure) status, the faculty member must submit a letter describing the rationale for transitioning to non-tenure status and CV to the College Promotion and Tenure Committee. The request must be made prior to or within two weeks of the department chair notifying the candidate of their pre-tenure or pre-promotion review. 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 non-tenure track status and on what terms (i.e., length of probationary period). The Provost must approve the change to consecutive term (non-tenure) status. Once a decision is made by the Provost the Dean assures that the decision is shared with the candidate and department chair.

3.523 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 3.54. 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)

3.524 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 fulltime 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.)

3.525 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. For more details on submitting these materials via web-based portfolio, please see Appendix O.

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. At that point, the dossier is final and changes cannot be made. 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/or 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. Information or evidence, not previously included in the final dossier, will not be considered during the hearing. (updated June 23, 2022)

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 and, when possible, include representation from each department within the College. (approved December 19, 2017) 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 needs 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. Information or evidence, not previously included in the final dossier, will not be considered during the hearing. (Updated June 23, 2022)

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 Promotion and/or Tenure Dossier

As a part of the application process, the candidate shall prepare and submit one complete dossier and one abbreviated dossier to the Office of the Dean. Dossiers are due by September 1, at which point they are considered final. Changes to the dossier cannot occur after final submission. The Dean may contact the Department or College Promotion and Tenure Committee to provide an extension in the event of a technical issue.

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.

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 F 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.)

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. One member should be from the candidate's department, and the other from one of the other departments in the college. 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.

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)

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 university. The students on the committee may 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 Student Governance Association, 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 Department 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:

1. 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.

2. 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.

3. Evaluation Methods

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

4. 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.

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)

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 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/or 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.”³

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 posttests, 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.)

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." ¹

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

¹ Uniform Requirements for Manuscripts Submitted to Biomedical Journals: Writing and Editing for Biomedical Publication. The International Committee of Medical Journal Editors, October 2004. <http://www.icmje.org/#author-accessed> 9/16/05.

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.
- 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.
- Student recruitment activities and advising of students outside of assigned workload
- 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.
- Community service, on behalf of the University/College, that utilizes professional expertise outside assigned workload responsibilities such as clinical practice activities
- 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 Course Change Proposals.

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.

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.

4.2 Academic Affairs Committee Policies & Guidelines

4.21 Guidelines for Curricular Changes. (this appears to be a broken link; should also link to Chuck's new form as well as what this is supposed to link to).

4.22 Guidelines for Course Syllabi:

A. A syllabus should be provided to students on or before the first scheduled meeting of the course. CPHS course syllabi must contain the following information:

1. Course title; credits; academic year and semester
2. Faculty names, office locations, telephone numbers and email addresses
3. Instructor and TA names, office locations, telephone numbers and email addresses
4. Office hours (either scheduled or by appointment)
5. Class time, and location (if available)
6. Course description (should match course description in course catalog)
7. Textbook and other resources
8. Course objectives and the program educational objectives covered by those course objectives.
9. Assessment (grading scale; weights of exams, quizzes, assignments, papers, etc.)
10. Policy for absence from class or exam
11. Statements about special accommodations and honor code (see below for suggested statements)
12. Statement about the use of electronic devices (optional: see below for suggested statement)
13. Semester schedule for course (especially exams, and assignment due dates)

B. The AAC recommends that the above information (2-4 pages) is together. Any additional information that is provided to students should be separate from this basic information in the syllabus. The AAC will collect current course syllabi each semester.

C. Suggested Statements on disability, honor code, and use of electronic devices:

i. ***Disability Statement***

It is the policy at Drake University to accommodate students with disabilities, pursuant to federal law and state law. Any student with a documented disability who needs accommodation, for example in arrangements for seating, examinations, note-taking, should contact Student Disability Services at 515-271-1835. Once the appropriate documentation is received from the Student Disability Services Office, please provide it to the instructor as soon as possible.

ii. ***Honor Code***

All University and College policies regarding student and instructor conduct and academic integrity apply to this class. The College's Honor Code Policy may be found at the following website: <http://pharmacy.drake.edu/>.

If you have various assignments that are not typical academic exercises (papers,

exams, etc.) then you will want to include those in an additional statement: Examples of Honor Code violations in this course include, but are not limited to, indicating attendance in class, etc.

iii. *Electronic Communications Policy*

College faculty and staff use electronic communication methods to disseminate information to and communicate with students. This information may be time-sensitive and require action on the student's part. Thus, College expectations are as follows:

- Email from the College is sent to Drake email addresses.
- Students are responsible for the consequences of not reading and/or responding to CPHS communications sent to their Drake email address.
- 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
- 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).
- No member of the College community is expected to acknowledge or return emails in the evenings, on the weekends or during holidays.
- Electronic communication methods (e.g., email, internet, Blackboard learning management system, E*Value) may be required as part of courses and rotations for content delivery, exams and assessments, class discussion, active learning exercises, and other professional program needs. The requirements will be specified in the course syllabus. If these requirements pose a problem for a student, the student must contact the instructor/coordinator to work out a solution.
- The lack of access to electronic communication is not a valid excuse for failure to respond to a request, complete an assignment or exam, or meet a deadline. However, any technology issues or outages with Drake University technology systems (e.g., Drake email, Blackboard learning management system) as identified and communicated by Drake Information Technology Services are not the responsibility of the student.

iv. *Laptop Computer Requirement*

CPHS professional program students enrolled in the Doctor of Pharmacy, Doctor of Occupational Therapy, or Master of Athletic Training programs are required to have a laptop computer.

Professional program students will utilize laptop computers for completing coursework, accessing electronic learning management systems, electronic testing and assessments, and other professional program needs.

The laptop computer requirements for CPHS students may be found on the [Drake Information Technology Services webpage](#).

- Any device that does not meet the University requirements may not be

compatible with testing requirements. It is each student's responsibility to make sure that their device is acceptable.

- It is recommended that students have high speed internet access at their place of residence.
- Students are responsible for maintaining a functioning laptop computer. Drake Information Technology Services provides student technology resources [here](#).

v. ***Diversity, Equity, and Inclusion Syllabus Statement***

The Drake University CPHS commits to leading the way to a healthy world in which our students and graduates can advocate for health equity. Toward that goal, the instructor(s) in this course support(s) an inclusive learning environment where diversity and individual differences are acknowledged, respected, appreciated, and recognized as a part of learning. Respect should be shown to every member of the classroom as all persons provide value through our unique perspectives as individuals. Perspectives expressed by individuals are their own and are not to represent any community. It is not expected that all individuals will agree with various worldviews expressed in the classroom. It is expected that respectful methods are utilized when issues of disagreement are discussed among class members.

The instructor(s) of this course will be open to listening to students' experiences and will work with students to find acceptable ways to process and address issues that arise in class. Suggestions on how to promote diversity, equity, and inclusion within this course in a meaningful way are encouraged. Individual concerns with DEI can be discussed with any CPHS faculty or staff member. If a specific issue requires action, the issue should be addressed with the instructor and department chair.

In addition, the university information and resources listed below may be utilized:

- Drake Diversity Website: <https://www.drake.edu/diversity/>
- Equity Action Partner Information: <https://www.drake.edu/diversity/initiatives/equity-action-partners/>
- Student Resources: <https://www.drake.edu/media/collegesschools/cphs/documents/DEI%20Resources.pdf>

4.23 **Course Description Guidelines.**

5.0 STUDENT ISSUES

5.1. Student Handbooks

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).

5.2. Grade Appeal Policy

The Grade Appeal Policy is located [here](#).

5.3. Degree Requirements

Complete college program descriptions and degree requirements are found on the college website [here](#).

Appendix B – Organizational Chart Explication

COLLEGE ADMINISTRATIVE COMMITTEE (CAC)

<p>Chuck Phillips Associate Dean, Curriculum and Assessment</p>	<ul style="list-style-type: none"> • Implementation of Assessment Plan • College and institutional data coordination • Course and Administrator Evaluations • Assessment data for college/committee use • Coordinate Strategic Plan • Curricular Mapping • Academic Policy Implementation • AACP and ACPE report oversight • Schedule building • Licensure requirement completion • Course Review Process Coordination • TA Selection 	<p>Eliza Dy-Boarman Assistant Dean Clinical Affairs</p>	<ul style="list-style-type: none"> • Leads vision and 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, experiential 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
--	---	--	--

<p>Erik Maki Chair, Clinical Sciences</p>	<ul style="list-style-type: none"> • 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 	<p>Craig Wrenn Chair, Pharmaceutical and Administrative Sciences</p>	<ul style="list-style-type: none"> • 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
<p>Leslie Jackson Chair, Director of Occupational Therapy</p>	<ul style="list-style-type: none"> • 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 	<p>Cassity Gutierrez Chair, Director of Health Sciences</p>	<ul style="list-style-type: none"> • Leads area for implementation of strategies initiatives affecting the pre-professional students • Oversees the curriculum and instruction, advising, mentoring, and admissions and retention 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

<p>Michael Nelson Assistant Dean, Student Affairs</p>	<ul style="list-style-type: none"> • Honor Code issues (self-reporting, academic integrity, professionalism) • Chemical Dependency issues • Advisory for DRxUGS, HPD, and SGA • Requests for weekly and student email announcements • Oversight of CPHS student programming (e.g., White Coat and Blue Coat Ceremony) • Student travel funding requests • Student awards and scholarships • Change of record requests • Over 18 hours and tuition waiver requests • Medical leave of absence • Teaching: CAPS III and CAPS IV 	<p>Nathan Newman Chair, Director of Athletic Training</p>	<ul style="list-style-type: none"> • Leads department in developing strategic plan and vision for program • Manages and leads academic programs and determines faculty workload in didactic and experiential teaching, scholarship, service • Manages proposal and search process to attract and select quality faculty for program • Manages operational aspects of department relating to scheduling, budgeting, resources, data gathering, and reporting • Guides faculty in development
<p>Tim Welty Director of Innovation, Research, and Global Initiatives</p>	<ul style="list-style-type: none"> • Innovation • Research • Global Initiatives 	<p>TBD Enrollment Management</p>	<ul style="list-style-type: none"> • Recruitment and retention strategies and initiatives

<p>Stu Sherman Major Gift Officer</p>	<ul style="list-style-type: none"> • CPHS alumni gifts • College liaison with Corporate Gift Officer • College liaison with Alumni Office 	<p>Priya Shenoy Graduate Science Librarian</p> <p>Dan Chibnall Health Sciences Librarian</p>	<ul style="list-style-type: none"> • Electronic Resource assistance • Library information sessions
--	--	--	--

ACADEMIC & STUDENT AFFAIRS

<p>Jessica Lang Director of Enrollment Services</p> <p align="center">and</p> <p>Lauren Sharp Assistant Director of Enrollment Services</p>	<ul style="list-style-type: none"> • Oversight of CPHS recruitment activities • Off-campus recruitment events • Inquiries from prospective students • Prospective student campus visits • Professional degree program applications • Student interview days • Admissions applications • Transfer credit Evaluation for Admission • Liaison to admissions committees 	<p>Sydni Jennings Director of Student Affairs</p>	<ul style="list-style-type: none"> • Support for pharmacy student organizations • Leadership development programming • Faculty mentoring of students • Assistance with registration and class scheduling for pre-pharmacy and pharmacy students (new to Drake and current) • Outreach to and success efforts for academically at-risk pre-pharmacy and pharmacy students • Communications related to student registration • Clarification of University and CPHS student policies • P1 Orientation (Fall) • Teaching: CAPS I and CAPS II
---	--	--	---

<p>Allyssa Ruths Compliance Manager</p>	<ul style="list-style-type: none"> • Notarization (Notary Public) • Criminal background check coordination and questions • Drug testing coordination and questions • Degree audit adjustments • Transfer credit requests • Course registration for incoming O1 and P1 students • Licensure applications, form, and certification for students and alumni • Documentation of academic standing • Schedule building, Banner entry • Maintenance of student records (e.g., progression) • Diabetes concentration verification • Graduation applications • President's and Dean's student lists • Syllabus audits 	<p>Nicholas Kavanaugh Assistant Director of Student Affairs</p>	<ul style="list-style-type: none"> • Support for AT, HSCI, and OT student organizations • Assistance with registration and class scheduling for AT, Health Science, and OT students • Outreach to and success efforts for academically at-risk AT, Health Science, and OT students • Degree audit questions and academic planning for AT, HSCI, and OT students • A1 Orientation (Fall), O1 Orientation (June), and college meeting (June) • Welcome weekend orientation for undergraduate students (Fall) • Clarification of University and CPHS student policies • Teaching: CAPS I, CAPS II, and Issues I
<p>Amanda Wroblewski Liaison, Professional & Career Development Services</p>	<ul style="list-style-type: none"> • Career exploration • Resume/CV development and review • Cover letter assistance • Mock interviews • Job search strategies; assistance with Career blueprint • Faculty assistance with incorporating career development into curricula • Career fair, recruitment events, and liaison to employers of CPHS students and alumni 		

EXPERIENTIAL EDUCATION OFFICE

<p>Anisa Hansen, Coordinator, Introductory Pharmacy Practice Experiences, P1 and Health Disparities Care IPPEs</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Recruit and schedule Community Practice I and Health Disparities Care IPPE placements <input type="checkbox"/> Provide experiential educator and site development for assigned IPPEs <input type="checkbox"/> Create and grade IPPE coursework for assigned IPPEs <input type="checkbox"/> Monitor competency development and provide supplemental instruction as needed <input type="checkbox"/> Conduct experiential site visits 	<p>Nora Stelter, Experiential Coordinator, P3 Introductory Pharmacy Practice Experiences</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Recruit and schedule IPPE placements for P3 students <input type="checkbox"/> Provide experiential educator and site development for P3 IPPEs <input type="checkbox"/> Create and grade P3 IPPE coursework <input type="checkbox"/> Monitor P3 IPPE competency development and provide supplemental instruction as needed <input type="checkbox"/> Conduct experiential site visits
<p>Eliza Dy-Boarman, Coordinator, Advanced Pharmacy Practice Experiences, and Hospital/ Institutional Practice I IPPE</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Recruit and schedule APPE placements for incoming and current P4 students <input type="checkbox"/> Recruit and schedule Hospital/Institutional Practice I IPPE placements <input type="checkbox"/> Provide experiential educator and site development <input type="checkbox"/> Create and grade experiential course coursework for assigned experiences <input type="checkbox"/> Monitor competency development and provide supplemental instruction as needed <input type="checkbox"/> Conduct experiential site visits 	<p>Sean Rogers, Coordinator of Clinical Education, Athletic Training</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Recruit and schedule athletic training clinical education experiences for MAT students <input type="checkbox"/> Provide experiential educator and site development for MAT experiential experiences <input type="checkbox"/> Create and grade MAT clinical education coursework <input type="checkbox"/> Monitor MAT clinical competency development and provide supplemental instruction as needed <input type="checkbox"/> Conduct experiential site visits

<p>Alisa Drapeaux, Director, Health Sciences Experiential Education</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Recruit and schedule senior internship experiences for health sciences students <input type="checkbox"/> Provide experiential educator and site development for senior internship experiences <input type="checkbox"/> Create and grade senior internship coursework <input type="checkbox"/> Monitor health sciences senior internship competency development and provide supplemental instruction as needed <input type="checkbox"/> Conduct experiential site visits 	<p>Christine Urish, Doctoral Capstone Coordinator. Occupational Therapy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Recruit and schedule doctoral capstone experiences for O3 students <input type="checkbox"/> Provide experiential educator or site development for doctor capstone experiences <input type="checkbox"/> Create and grade doctoral capstone coursework <input type="checkbox"/> Monitor doctoral capstone competency development and provide supplemental instruction as needed <input type="checkbox"/> Conduct experiential site visits
<p>Ashley Murray, Academic Fieldwork Coordinator, Occupational Therapy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Recruit and schedule Level I and Level II Fieldwork Experiences for OTD students <input type="checkbox"/> Provide experiential educator and site development for fieldwork experiences <input type="checkbox"/> Create and grade fieldwork coursework <input type="checkbox"/> Monitor fieldwork competency development and provide supplemental instruction as needed <input type="checkbox"/> Conduct experiential site visits 	<p>Maggie Fiala, Director, External Experiential Affairs</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Manage site affiliation agreements <input type="checkbox"/> Lead experiential educator development activities <input type="checkbox"/> Process pharmacy adjunct faculty clinical appointments <input type="checkbox"/> Support APPE scheduling <input type="checkbox"/> Write and distribute experiential newsletters and other communications
<p>Jeannie Nielsen, Coordinator, Experiential Education</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create and manage eValue database management and reporting processes <input type="checkbox"/> Oversee student compliance with program requirements <input type="checkbox"/> Lead monitoring of site and experiential educator compliance with program requirements <input type="checkbox"/> Supervise Experiential Learning Specialists <input type="checkbox"/> Establish policies and procedures for the experiential education office 	<p>Megan Young, Experiential Learning Specialist</p> <p>Jackie Boat-Wilson, Experiential Learning Specialist</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Track and communicate student compliance with program requirements <input type="checkbox"/> Communicate student onboarding information to sites <input type="checkbox"/> Maintain data in eValue to support program assessment and operations <input type="checkbox"/> Monitor student progress and report findings <input type="checkbox"/> Enter student placement information in eValue

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.

*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

III. Assistant Dean of 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)

IV. 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, experiential educators, 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 experiential educators 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, experiential educators, 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 experiential educator development programs and assist experiential educators in the development of learning opportunities at their sites
- assist in identifying and evaluating pharmacy preceptors for initial adjunct faculty appointments and in evaluating adjunct pharmacy faculty for promotion in academic rank
- conduct experiential educator and site evaluations to verify and, if necessary, modify teaching methods utilized at the 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

D. Work with other administrators as appropriate.

- assume a leadership role within the College and the University governance
- oversee and assist the Advanced Pharmacy Practice Experience Coordinator, Introductory Pharmacy Practice Experience Coordinators, Health Sciences Experiential Education Director, Occupational Therapy Academic Fieldwork Coordinator, Occupational Therapy Doctoral Capstone Coordinator, and Athletic Training Coordinator of Clinical Education in the development, implementation, and evaluation of experiential experiences
- 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.

V. Department Chair – Pharmacy Practice

- A. The department chair of pharmacy practice 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
 - Regularly meet with the department advisory council
 - communicates appropriately with faculty and students of the College of Pharmacy & Health Sciences
- C. Development, implementation, assessment, and quality improvement of academic affairs and 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 Curriculum & Assessment 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 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 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 Assistant Dean for 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 Student Affairs and Enrollment Management

- 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

VI. Department Chair – Pharmaceutical and Administrative Sciences

- A. The department chair of pharmaceutical 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 Assistant Dean for 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 Pharmacy Practice 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 Student Affairs and Enrollment Management

- 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

VII. Program Director and Department Chair - Athletic Training

A. The program director and department chair of athletic training 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 must demonstrate proactive leadership of the Athletic Training 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 aligns 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 Assessment & Curriculum 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 Director of Experiential Education in Athletic Training in the development and adherence of contracts with affiliated faculty practice sites, collaborates with the Director of Experiential Education in Athletic Training, Assistant Dean for Clinical Affairs, and Assistant Dean for 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 Student Affairs and Enrollment Management, provides 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

IX. Program Director and Department Chair - Health Sciences

- A. The department chair of health 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/she 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 at the College of Pharmacy & Health Sciences

- C. Development, implementation, assessment, and quality improvement of academic affairs
- establish 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 Curriculum & Assessment 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
- 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 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 approved grant application for adherence to College and University policies (budgetary and workload) prior to forwarding to the Dean
- E. Involvement and collaboration with the Office of Student Affairs and Enrollment Management
- 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 departments
 - recommends candidates for senior awards
- F. 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

G. Development and maintenance of relevant college documents

- 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

VII. Program Director and Department Chair – Occupational Therapy

- 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 Curriculum & Assessment 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 Assistant Dean for 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 Student Affairs and Enrollment Management, 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.

X. Director, Research, Innovation and Global Initiatives

- A. The Director of Research, Innovation and Global Initiatives 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 must demonstrate proactive leadership of the research, innovation, and global initiatives and in affairs of the College and University. Besides the administrative role of the chair, he/she is involved in teaching staying current on pedagogy and understanding the changing needs of students in the classroom. The director 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. Create, implement, and sustain innovation and partnership initiatives for the CPHS strategic plans and assist with the coordination of opportunities across departments.
- C. Visionary leadership to promote growth and innovation in the CPHS's research and scholarship agenda to ensure alignment with the College's strategic goals. Oversight for the CPHS's research initiatives including policymaking, facilitating research, and ensuring regulatory compliance.
- D. Responsible for developing and strengthening relationships across Drake University and with key stakeholders external to Drake.
- E. Research
 - Facilitate collaboration with the CPHS on research initiatives.
 - Work with department chairs and faculty to identify available resources or development resources that support research.
 - Assist faculty with issues related to regulatory compliance.
 - Liaison with the sponsored programs department to assist identification of funding opportunities.
 - Provide faculty development opportunities related to research.
- F. Innovation
 - Fellowship training and professional development
 - a. Pharmacy fellow onboarding and training
 - b. Compliance with most current fellowship best practices
 - c. Major fellowship project completion
 - i. Collaborate with partners to identify major projects and assist with proposal development
 - ii. Identify potential publication avenues and resources for pharmacy fellow project
 - iii. Accountability for ensuring fellow projects are published
 - d. Quality and productive presence at appropriate major pharmacy meetings
 - e. Pharmacy Fellow candidate application, interview, and selection process
 - i. Drake University CPHS relevant recruitment and program information
 - ii. Pharmacy Residency candidate database update coordination with designated administrative fellow(s)
 - iii. Onsite interview involvement of faculty and fellow
 - Engage in development of innovative educational and practice opportunities for the CPHS.
 - Assist in the development of post-graduate training programs (e.g., residencies, fellowships).
 - Explore non-tuition revenue sources that support the educational and research objectives of the CPHS.
- G. International

- Assist faculty and programs with international collaborations.
- Develop opportunities for international students to come to the CPHS for education.
- Facilitate faculty engagement with international partners and programs.
- Build international relationships that lead to sustainable collaborations that involve faculty and students.
- Assist the experiential office with activities including but not limited to orientation and risk assessments.

XI. Faculty Mentors

Faculty Mentoring Program Goals

Consistent with the mission and vision of CPHS (Faculty Handbook policy 1.1 & 1.2), the major goal of the formal faculty mentoring program is to provide experiences and to develop the skills necessary to become an independent, effective, and contributing member of the faculty.

Relatedly, a goal of the faculty mentor program is empowering faculty to work towards achievement and maintenance of performance excellence in all areas of faculty work which relate to teaching, research, and service. Fostering a culture of performance excellence in the CPHS enables faculty to progress from assistant professor to higher academic ranks. In addition, fostering excellence promotes positive efforts in professional development, increases likelihood of retention of high-quality faculty, ensures well-rounded professional success and models continuous quality improvement in individual academic faculty work. In so doing, faculty will be properly equipped with the preliminary knowledge and skills required to achieve success in their professional ambitions as well as to contribute meaningfully to the College mission and vision.

The program matches a higher ranked and/or more senior faculty colleague with each new faculty member. Mentors and mentees are matched within their departments to the extent possible, or from outside of their department. Mentor-mentee pairs will meet formally and informally throughout each semester leading up to pre-promotion review. To document activities, mentors complete an annual report on their work as a mentor. This mentor report is submitted to the appropriate department chair by May 31 of the current academic year, as outlined below.

Role Description

- Assist new faculty members in understanding the prevailing departmental and institutional cultures and procedures.
- Attend University sponsored events and workshops that facilitate the mentor/mentee relationship.
- 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 support in developing a 2-5 year research/scholarship plan.

- Provide information regarding the structure of college and university committees and discuss the role of faculty governance.
- Provide support in developing a 2-5 year service (professional, University, College, etc.) plan.
- Provide guidance for the mentee in the planning and preparation of their pre-promotion/pre-tenure dossier.

Specific Activities

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 and 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 address the areas outlined in the role descriptions bulleted above.

New Instructor/ Assistant Professor

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.

Report

Each mentor will provide 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.

New Associate/ Full Professors

To acclimate to University and College culture, a modified version of this mentorship program will be made available to new associate or full professors, with the option to opt out. In practice, the mentor/mentee relationship will be in place from the date of hire up to two years for new associate or full professors. The Chair will still 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

Mentors of new associate or full professors do not need to provide mentorship reports to the department chair or dean.

Responsibilities of Mentees

The major goal of the formal faculty mentoring program is to provide experiences and to develop the skills necessary to become an independent, effective, and contributing member of the faculty.

It is, therefore, incumbent on the new faculty member to:

- Be open and receptive to new ideas and learning opportunities.
- Be prepared for each meeting or event.
- Seek and accept feedback regarding your strengths and developmental needs.
- Being willing to discuss openly and honestly your ideas, goals, and plan of action as well as any problems or concerns.*
- Take the initiative in developing new ideas and professional relationships.*
- Take responsibility for your own career development.

*1 Bland C, Taylor AL, Shollen SL et al. Faculty success through mentoring: A guide for mentors, mentees, and leaders. American Council on Education. Rowman and Littlefield Education. 2009.
Amended 8-13-10*

Appendix D -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 faculty to programmatic needs for experiential educators. Adjunct experiential faculty status is offered for experiential educators teaching in programs that such status is required for accreditation. Any 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 Assistant Professor of Pharmacy).

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 or hold the appropriate academic degree related to their teaching role. 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.

When required by program accreditation, adjunct experiential faculty may be appointed when they routinely direct precepts or supervise students in patient care or other health related environments for a CPHS degree program.

IV. Initial Appointment

To initiate program enrollment, experiential educators will complete applicable educator and/or site profiles; complete applicable onboarding education; and provide their curriculum vitae or similar documentation. Upon completion, the Assistant Dean for Clinical Affairs will determine if the candidate meets the minimum requirements identified in Section III. If so, the Assistant Dean 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 appointments after the first year will be re-evaluated and approved every three years by the Assistant Dean for Clinical Affairs. All adjunct faculty members due for reappointment will be asked in the Spring Semester to submit an updated curriculum vitae or biographical sheet; confirm active licensure status; and document educator development activities completed since the previous appointment. The Assistant Dean for Clinical Affairs will consider the submitted documentation, the number of students supervised by experiential adjunct faculty member, terminal degree of the faculty member, and a summary of instructional evaluations when recommending for reappointment. This

information is maintained by the Assistant Dean for Clinical Affairs for all adjunct experiential faculty in the experiential learning management system. The Assistant Dean for Clinical Affairs will maintain a current list of adjunct experiential faculty members. Recommendations for reappointment will be submitted by the Assistant Dean for Clinical Affairs to FAC by August 30 for evaluation and recommendation regarding reappointment on a yearly basis. FAC will forward their recommendation for reappointment to the Dean. Faculty Affairs Committee will inform full faculty of the adjunct faculty promotions.

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 experiential teaching performance for the purpose of recommending or granting promotion. For a positive recommendation to be made by FAC, the candidate must demonstrate excellence in experiential teaching and commensurate experience in research/scholarship and/or service for College faculty promoted to this rank.

A. Teaching

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

- eValue 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
- Promotes development of independent learning skills
- Remains current with recent developments in the discipline
- Demonstrates effective management skills of experiential learning
- Provides quality site experiences for experiential learning students. Assessment of site experiences will consist of student evaluations of the site and preceptor, and periodic site visits from representatives of the Experiential Education 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 by October 1. Eligibility and recommendation for promotion will be reviewed by the Assistant Dean for Clinical Affairs and department chair and, if approved, 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 experiential faculty members of their promotion decision. Faculty Affairs Committee will inform the full faculty of the adjunct faculty promotions.

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 who 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 nonteaching 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.

Original guidelines approved by faculty: 3/8/01.

Proposed changes prepared by DEP and FAC: 4/16/07.
First draft of revisions presented to faculty: 4/20/07.
Revised guidelines approved by faculty on: 5/8/07.
Revised guidelines approved by faculty on: April 17, 2012
Revised guidelines approved by faculty on 12/8/2021.

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 student recruitment and 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 to the community, on behalf of the University/College, can be demonstrated by activities that specifically apply professional knowledge and expertise in support of community organizations or in clinical practice roles.

Service should lead to measurable benefits and outcomes for those being served.

(Adopted 1/19/96)

Appendix G - Pre-Promotion and/or Pre-Tenure 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 Office & External Relations Manager 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

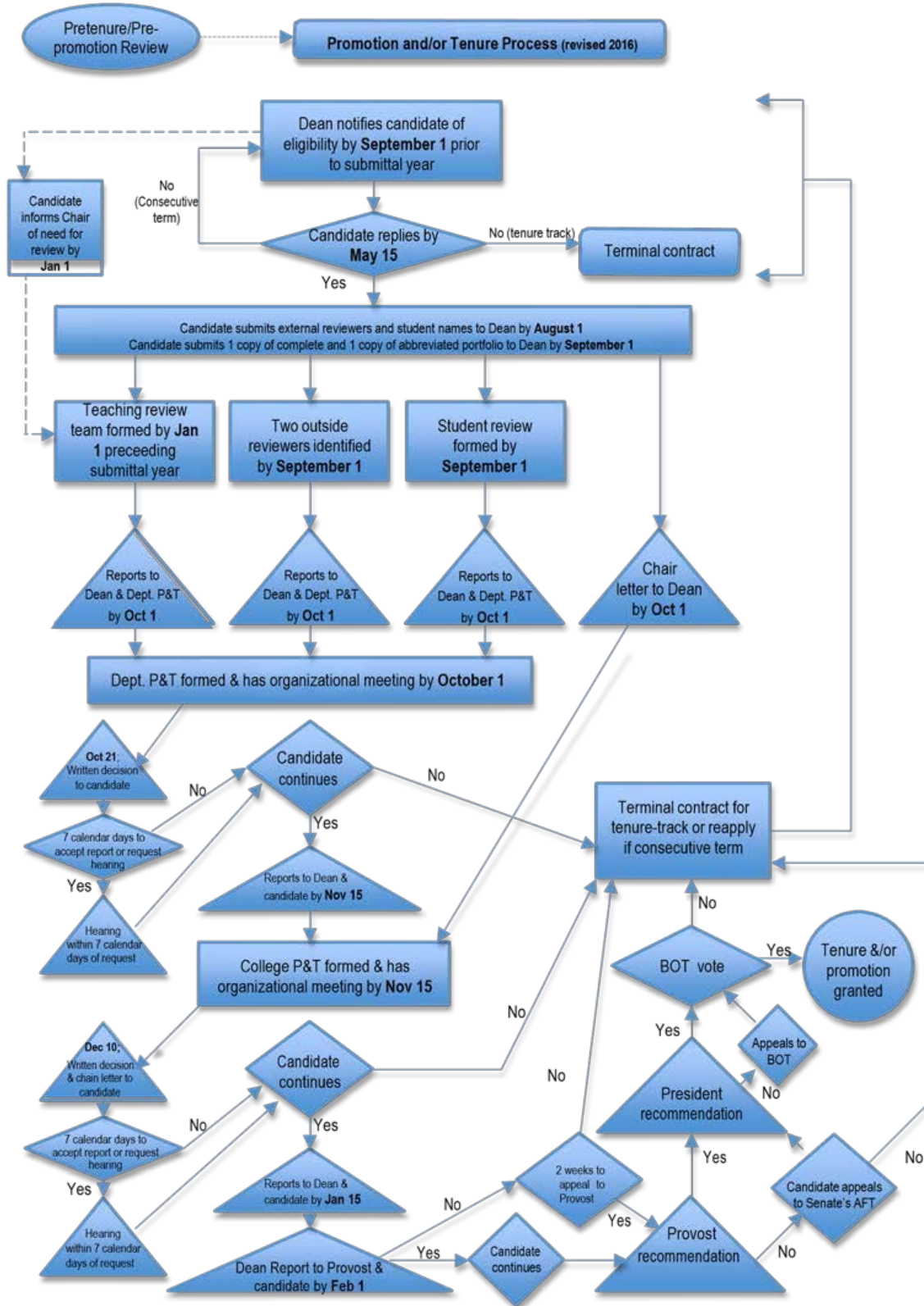
_____F. Summative Self-Evaluation and Concluding Remarks for Reasons Why Promotion and/or Tenure is Warranted

_____ Appendices will be incorporated within the various sections of the dossier.

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 Promotion and/or Tenure 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

Deadline 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. Information or evidence, not previously included in the final dossier, will not be considered during the hearing.

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 Committee.

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. Information or evidence, not previously included in the final dossier, will not be considered during the hearing.

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*

The link to the complete document for review is:

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

The signature page for faculty and staff is on the following page and can also be completed via the [online form](#).

Following admission into the College of Pharmacy and Health Sciences, all students shall be required to review the Honor Code in its entirety and shall sign the Pledge of Honor indicating their 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, they will not be allowed to enter the College of Pharmacy and Health Sciences or maintain standing.

Faculty and staff are required to read and sign the Pledge of Honor, indicating their understanding at the time of employment. A document containing the Pledge of Honor and the faculty or staff member's signature shall be kept in the Office of Student Affairs and Enrollment Management. Faculty and staff should include a link and/or reference to the CPHS Honor Code Policy on course syllabi to ensure that CPHS students and students registered in other colleges are informed of their commitment to the CPHS Honor Code Policy.

This document was approved and becomes effective for all members of the College community as of May 2005. Revised Jan. 2018. The Honor Code Policy is facilitated by the Office of Student Affairs and Enrollment Management. Within this policy the title "Student Affairs Officer" refers to the Assistant Dean for Student Affairs and Enrollment Management.

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 an 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.

Drake College of Pharmacy and Health Sciences

Version 2.02: 2015

TABLE OF CONTENTS

OVERVIEW..... 1

 TIE TO ACCREDITATION..... 2

CPHS MISSION, VISION, AND CORE VALUES2

 THE VISION FOR THE COLLEGE2

 COLLEGE MISSION STATEMENT2

 CORE VALUES.....2

 ASPIRATIONAL VALUES.....2

COMPREHENSIVE ORIENTATION5

MENTORING5

ONGOING DEVELOPMENT OF SPECIFIC ABILITIES.....6

 COLLEGE ACTIVITIES/RESOURCES 6

 UNIVERSITY ACTIVITIES/RESOURCES..... 7

RESOURCES..... 8

 FINANCIAL..... 8

 NON--FINANCIAL 9

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:

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

¹ Boyce EG, et al. ACCP White Paper: Essential Components of a Faculty Development Program for Pharmacy Faculty. *Pharmacotherapy* 2008;28(10):245e---268e.

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.

² ACPE Standards 2016. Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree. Standard 19: p13.

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, AACCP 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:

Consistent with the mission and vision of CPHS (Faculty Handbook policy 1.1 & 1.2), the major goal of the formal faculty mentoring program is to provide experiences and to develop the skills necessary to become an independent, effective, and contributing member of the faculty.

Relatedly, a goal of the faculty mentor program is empowering faculty to work towards achievement and maintenance of performance excellence in all areas of faculty work which relate to teaching, research, and service. Fostering a culture of performance excellence in the CPHS enables faculty to progress from assistant professor to higher academic ranks. In addition, fostering excellence promotes positive efforts in professional development, increases likelihood of retention of high-quality faculty, ensures well-rounded professional success and models continuous quality improvement in individual academic faculty work. In so doing, faculty will be properly equipped with the preliminary knowledge and skills required to achieve success in their professional ambitions as well as to contribute meaningfully to the College mission and vision.

The program matches a higher ranked and/or more senior faculty colleague with each new faculty member. Mentors and mentees are matched within their departments to the extent possible, or from outside of their department. Mentor-mentee pairs will meet formally and informally throughout each semester leading up to pre-promotion review. To document activities, mentors complete an annual report on their work as a mentor. This mentor report is submitted to the appropriate department chair by May 31 of the current academic year as indicated in Appendix C. The mentor role description includes chair by May 31 of the current academic year. The mentor duties include:

- Assist new faculty members in understanding the prevailing departmental and institutional cultures and procedures.
- Attend University sponsored events and workshops that facilitate the mentor/mentee relationship.
- 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 support in developing a 2-5 year research/scholarship plan.
- Provide information regarding the structure of college and university committees and discuss the role of faculty governance.
- Provide support in developing a 2-5 year service (professional, University, College, etc.) plan
- Provide guidance for the mentee in the planning and preparation of their pre-promotion/pre-tenure dossier.

Additional details regarding assignment of mentors, mentor/mentee activities, meetings, and reports are described in Appendix C, in section XI. Faculty Mentors.

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 Considerations:

College Based Funds	
Annual Faculty Development fund	\$2000/faculty/year
Harris Research Fund*	~ \$43,000/year
Jorndt Faculty Development Fund*	~ \$30,000/year
Hartig Faculty Development Fund*	~ \$2000/year
Weaver Community Service Funds*	Varies
Annual unrestricted funds, as available	Varies
University Based Funds	
Drake International Development Funds*	Varies
Drake Sabbatical Research Fellowship*	\$4000/faculty/year
Drake Faculty Development and Enrichment Grant*	\$1500/faculty/year
Drake Research Grants *	Up to \$3000/faculty/year
Undergraduate Assistant Grants (Matched by College)*	Up to \$1100/faculty/year
Tuition remission	Varies

*application required

Non--Financial:

- CPHS Faculty Orientation Manual
- 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

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

Updated 12/19/19

Appendix M – Curricular Program Course Review Involving Vertical and Horizontal Integration

Operating Principles

- Each program in the CPHS will engage in continuous quality improvement for assessing and changing the curriculum. All programs will review, integrate, and coordinate their course material in accordance with accreditation and quality standards.
- Currently, each program in the CPHS has a respective “department” except pharmacy, which comprises two departments. Changes to degree programs can be proposed to the AAC for review after development at the department level. Thus, programmatic review, integration, and coordination should also happen the department level. (Except in the case of pharmacy, where two departments must work together.)
- Initial work to review, integrate, and coordinate is a shared responsibility and should involve all faculty in the process at the department level.
- Review, integration, and coordination is a continuous quality process.

Increasing PharmD Program Curricular Vertical and Horizontal Integration

1. HORIZONTAL: Professional Year Meetings (P1, P2, P3, P4)

- a. **Background:** *Continue these meetings as currently implemented.*
- b. **Method:** Review and discussion of instructor-reported additions/changes. Review of PCOA and any AACP survey data related to curricular items.
- c. **Outcome:** Information/reports from these meetings should go to department chairs of the Clinical Sciences Department and the Pharmaceutical and Administrative Sciences Department.
- d. **Follow Up:** The chairs from both pharmacy departments should address potential need for curricular change at the course level with respective faculty. Proposed changes resulting should be made in coordination between the departments, when needed.

2. VERTICAL Meeting Approach

Map the PharmD Curriculum using an apportioned and continual process. We propose 25%+ of the PharmD curriculum (ACPE Appendix 1) be mapped twice per year (approximately every 6 months) once a valid and reliable tool has been established. Pharmacy faculty from the two departments will meet to review the results (suggested meeting dates in August and January).

- a. **Method:** A full, new baseline mapping should occur, considering the new structure of the curriculum. This mapping could be encouraged to be done *during* disciplinary groups meetings to ensure systematic interpretation of the findings. Alternative group meeting times in a computer lab or group location could be established where faculty can receive individual assistance with interpretation of the mapping assessment.
- b. **Method:** Implement a bi-annual curricular meeting, led by appointed individuals coordinated with the Associate Dean of Curriculum & Assessment, which will focus on review, integration, and coordination of pre-determined content areas. These would focus on the most recently mapped items (25%+).

- c. **Method:** Department chairs, in coordination with the Director of Assessment, may incorporate other benchmark evaluations or content areas of interest, such as the PCOA, AACP surveys, NAPLEX results, or MPJE results to bring to discussion at the bi-annual meeting.
- d. **Method:** The bi-annual curricular meetings should include all faculty in both departments to review the most recent apportioned mapping results.
- e. **NOTE:** This model of vertical integration could be replicated for other programmatic departments and internal assessments.
- f. **Outcome:** Report generated to document course content reviewed, level of integration and coordination presently achieved, and proposed changes (if needed).
- g. **Follow Up:** Proposed changes developed in the departments and course proposal change forms sent to AAC.

Summary of Recommendations:

- A full, new map, of the entire PharmD curriculum is recommended to be completed in the summer of 2018.
- The office of the Associate Dean of Curriculum and Assessment will coordinate integration meetings described herein.
- The first Vertical Integration meeting is recommended to be planned for August 2018, whereas the first 25% of the curriculum will be reviewed.
- Annual student benchmark evaluations such as the PCOA, AACP surveys, or other assessments taken for all students each year should be utilized as part of this model to evaluate curricular effectiveness and need for change.
- The Horizontal Integration meetings, (i.e., Professional Year Meetings (P1, P2, P3, P4)) will continue as currently implemented with the added consideration of annual benchmark assessment (e.g., PCOA) described above.
- Shared space should match current shared spaces for any materials created from these meetings, recommend to post on the CPHS Blackboard site to be consistent with other resources and forms repository.

Appendix N: Policy on Curricular Change Processes

All changes to CPHS curricula must be made according to the guidelines described in this document and submitted via a [New Course Proposal Form](#) or a [Course Change Proposal Form](#).

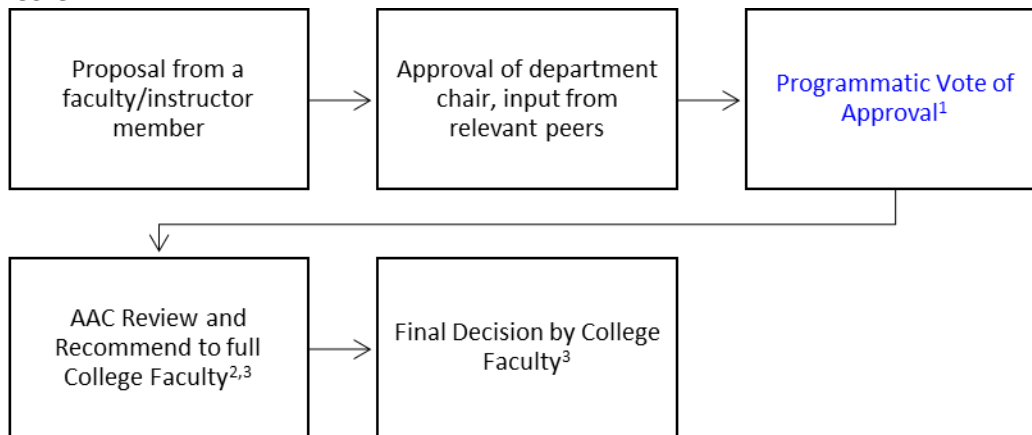
Changes in curriculum include the following, and apply to core and elective courses:

- Addition of a new course
- Deletion of a course
- Change in course characteristics:
 - Course title
 - Credit hours
 - Course description
 - Program educational objective(s) covered, including the percent of time spent on the course objective(s)
 - Prerequisites/corequisites
 - Course format (lab, breakout session, practicum)
 - Placement in curriculum (semester/professional year)

New Core Courses

Proposals for new core courses will be submitted to the AAC via the [New Course Proposal Form](#) according to the instructions specified in the [New Course Proposal](#) section below. All proposals should follow the procedure outlined in the chart below. AAC review of the proposal will include assessment of impact on each curricular area and on curricular maps, and the overall merit of the proposal. AAC will make a recommendation to the College faculty about action to be taken. A final decision on the new course proposal will be made by a majority vote of faculty.

New Core



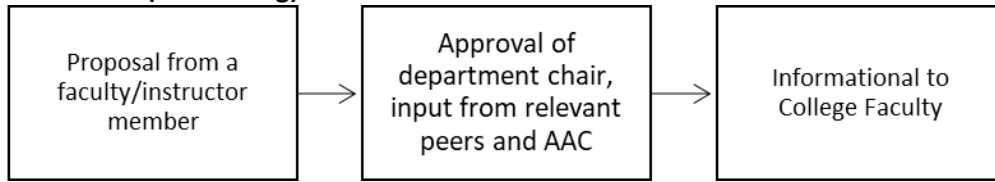
New Elective Courses

The first offering of a new elective course will be designated as a Special Topic and be assigned a special topics course number. The department chair and faculty member will inform the AAC about the course offering, but AAC or faculty approval is not necessary. AAC will inform the faculty about the new offering.

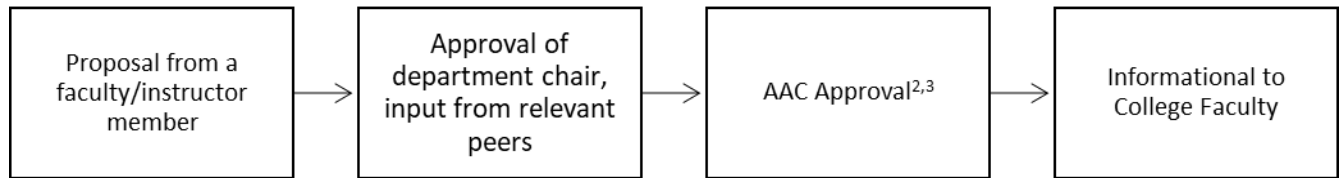
If the elective course is offered a second time, a proposal for the course must be submitted to AAC according to the instructions specified in the [New Course Proposal](#) guidelines. All proposals should follow the procedure outlined in the chart below. AAC review of the proposal will include overall merit of the proposal and overlap with other courses. AAC will make the final decision about action to be taken. The course will then be assigned unique course number. AAC will inform the

faculty about the approved course. A vote of the College faculty will not be required for approval of new electives.

New Elective Course (1st Offering)



New Elective Course (2nd Offering)

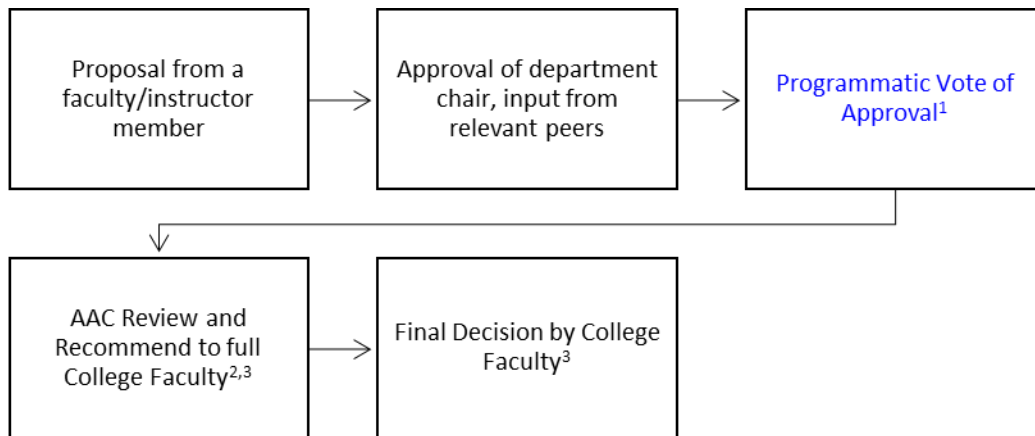


Changes in Existing Core or Elective Courses

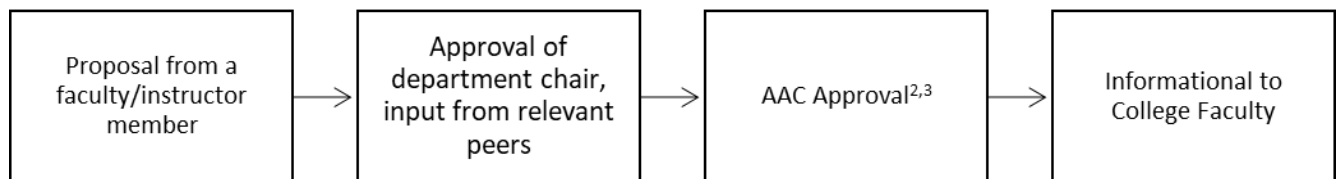
Requests for changes in an existing core or elective course should be made using the [Course Change Proposal](#) guidelines. All proposals should follow the procedure outlined in the chart below. AAC review of the proposal will include assessment of impact on each curricular area and on curricular maps, and the overall merit of the proposal.

AAC will make a recommendation about action to be taken on changes in core courses; a final decision will be made by a majority vote of faculty. AAC will make the final decision about action to be taken on changes in elective courses.

Change to Core Course



Change in Elective Course



¹ CPHS Handbook Policy 1.4611. Each program is autonomously responsible for creating and maintaining a process of programmatic review of the curriculum/curricular changes. Examples of such a process might include full faculty vote within the program, or approval from a designated programmatic subcommittee. Other than first time elective courses and/or any change in elective courses, programmatic approval of all curricular changes is required prior to submittal to the College Academic Affairs committee for approval.

² CPHS Handbook Policy 1.461. 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.

³ CPHS Handbook Policy 4.11. 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.

Appendix O - Faculty Evaluation Portfolio/Dossier Instructions and Guidelines

Contents

About Portfolios on Blackboard..... 3

 Demonstrate what you can do! 3

Location of Portfolio and Artifact Repository 3

 My Portfolios..... 4

What are Portfolio Artifacts?..... 5

 Preparing Your Documents for Upload to the Portfolio Artifacts Site..... 5

 Scanned Documents 5

 Microsoft Word..... 5

 Microsoft Excel..... 6

 Create or Upload Artifacts..... 6

Organization of the Portfolio Template 7

 CPHS Promotion and Tenure Template 7

 CPHS Abbreviated Portfolio Template 7

 Create a Portfolio from the Template..... 7

 Dossiers and Narratives 8

Adding Artifacts to the Dossier 9

Preparing Hyperlinks in the Dossier 9

 Additional Portfolio Tips 10

Portfolio Submission 10

About Reviews via Blackboard..... 11

Download Your Portfolio..... 11

Troubleshooting? 11

About Portfolios on Blackboard

Demonstrate what you can do!

Portfolios tell a carefully crafted story to the world about who you are and what you can do. Share your Portfolios as evidence of your skills and potential. Use them to apply for jobs, promotions, to show a transferable skill, and to track your personal development.

Portfolios are a living creation. You will always maintain authorship of your Portfolio. When you share your Portfolio, you are sharing a snapshot in time of the Portfolio. You may continue to work on your Portfolio after sharing it with others. If you want them to see the updates, just share the Portfolio again.

You can organize a collection of artifacts to tell that story. Even better, you can create more than one Portfolio. That way you can combine them-or share them separately-to tell different stories about your skills and ambitions.

For example, create one portfolio to track your research and another to display your writing. Combine them both into one larger story about your professional skills.

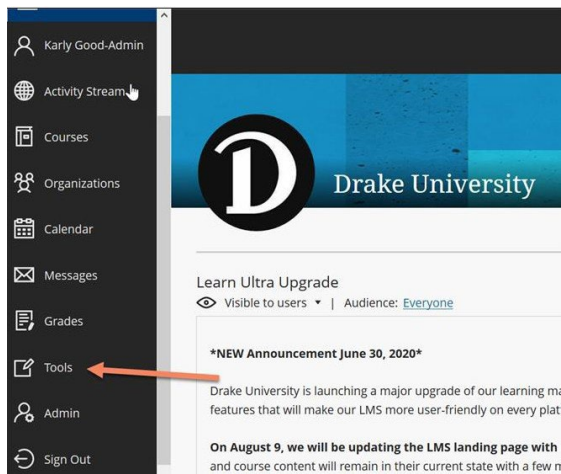
Location of Portfolio and Artifact Repository

Portfolios are on Drake's learning management system, Blackboard.

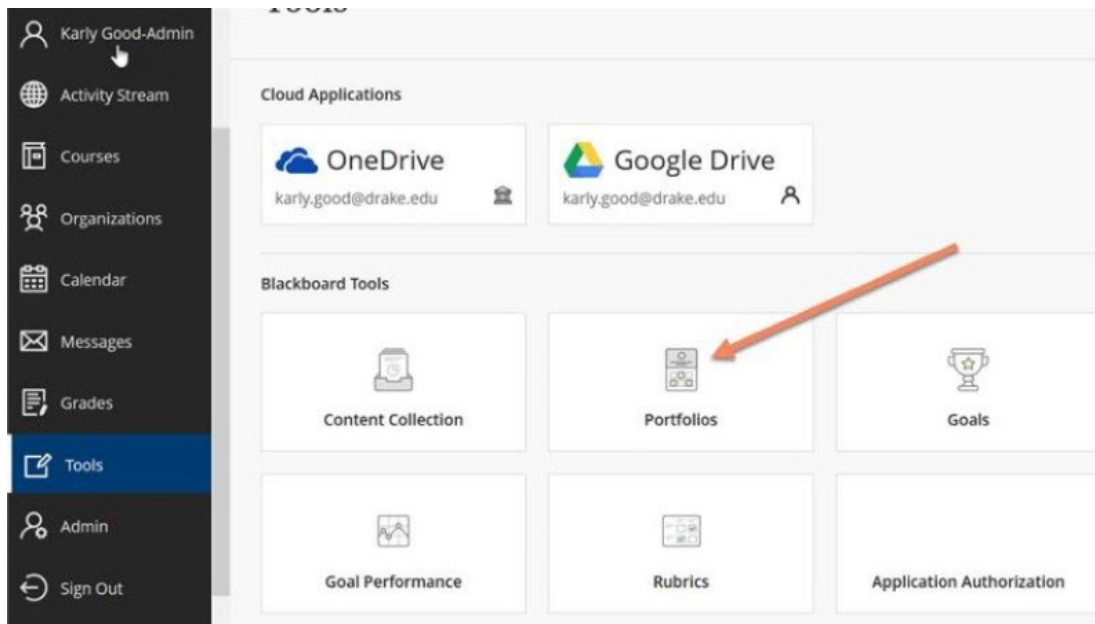
- Login: my.drake.edu and click on the Blackboard Learn link.
- Username: 9-digit Drake ID
- Password: exactly matches Drake e-mail login

A portfolio is created by you, the author, when you collect or organize artifacts.

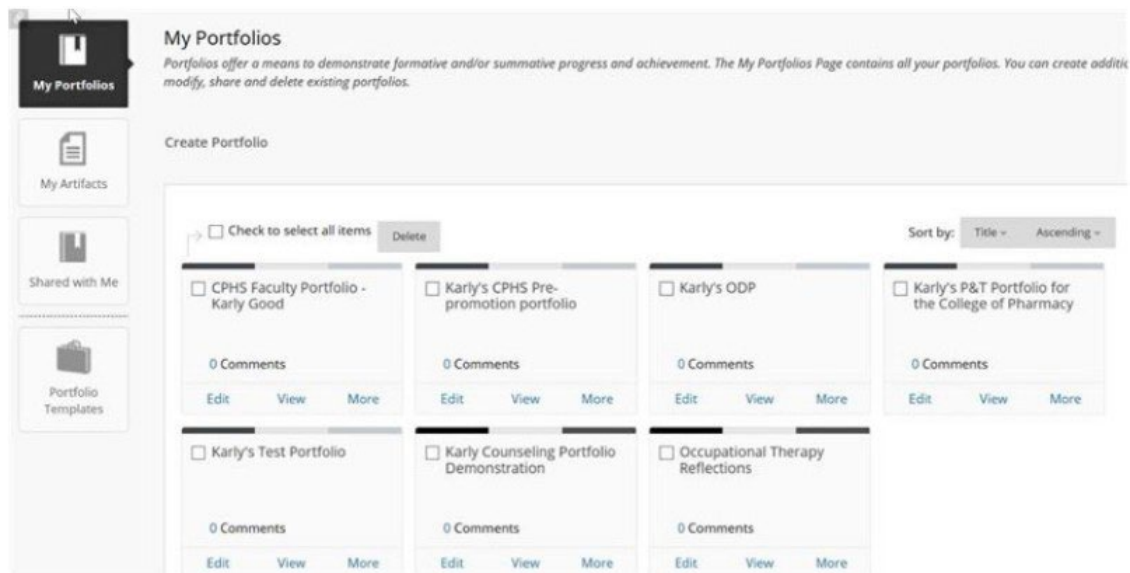
To locate your portfolio, in the left-hand toolbar, click on "Tools":



In the Tools menu, click on “Portfolios”



Your Portfolios menu screen will look like this:



My Portfolios

The My Portfolios page is your launching point to create/edit, view, and share Portfolios. Once logged into Blackboard, on the left-hand side under Tools, Click on Portfolios (Image: see '1'). Both My Portfolios and My Artifacts are found on the My Portfolio homepage.

What are Portfolio Artifacts?

Artifacts are reusable content items that you can attach to a Portfolio(s). You may have referred to them previously as Appendices.

Personal artifacts are any content items-text, files, links and multimedia-you create or upload. **CPHS suggests that you upload all files in PDF format for ease of review and online viewing. If you need more information about creating PDF's, see the next section [Preparing Your Documents for Upload to the Portfolio Artifacts Site](#) below.**

Course artifacts are available to you even if you have deleted the Portfolio that they were attached to.

NOTE: Before you upload artifacts, please develop a common naming convention for similar artifacts and utilize an outline format prior to the descriptive title) (e.g., C2a-1, C2b-1, etc.).

You can create artifacts in two ways:

- Create artifacts ahead of time in the My Artifacts repository so that they are available to use in your future Portfolios. **You may wish to upload items as you complete them during your regular academic year to ease the portfolio creation season, or you can continue to keep them in a folder on your computer.**
- Create artifacts while authoring a Portfolio. The artifacts are still stored automatically in the My Artifacts repository. You can also reuse them in other Portfolios.

As you upload artifacts, you may also wish to assign them to categories such as 'Service', 'Scholarship', 'Teaching Evaluations', etc. This will make it easier to find your artifacts when you are adding them to your Portfolio. You may also wish to number them as well as you would an appendix.

Preparing Your Documents for Upload to the Portfolio Artifacts Site

For faculty promotion and tenure, it is suggested that each document uploaded to the Portfolio is saved in PDF format for efficient review. If you need instructions to complete this requirement, please see below:

Scanned Documents

- Most scanned documents will already be PDFs or jpps and no additional conversion will be necessary.

Microsoft Word

- Open your document using Microsoft Word
- File > Save As > Browse
- When the new window opens, use the drop-down menu under the given name of the document to choose PDF. This will create a second document (the first will be a .docx, the second will have the same name saved as a .pdf).

Microsoft Excel

- Open your document using Microsoft Excel
- File > Save As > Browse
- When the new window opens, use the drop-down menu under the given name of the document to choose PDF. This will create a second document (the first will be an .xlsx, the second will have the same name saved as a .pdf).

Create or Upload Artifacts

NOTE: Before you upload artifacts, please develop a common naming convention for similar artifacts and utilize an outline format prior to the descriptive title) (e.g., C2a-1, C2b-1, etc.).

NOTE: Artifacts are comprised of individual documents for upload.

On the My Artifacts page, select Add Personal Artifact (See image below).



1. Provide a title, description, and content for the artifact. The description is visible only to you, the owner (See image below).
2. **If you have multiple files, it is preferred to upload all of your files into one artifact. Drag files from your computer to the "hot spot" in the Attach Files area. If your browser allows, you can also drag a folder or multiple files at once. The files will upload individually but into one artifact (much like a folder of similar files).**
 - a. To remove an unwanted artifact, click "Do not attach" in the file's row. You can drag the files individually and submit again.

-OR-

2. Select Browse My Computer to upload a file from your computer. You can also attach a file from the Content Collection if you use that.
3. Choose Submit.

Templates

The following templates are built within the Bb system and can be used depending on which Portfolio is being developed.

CPHS Promotion and Tenure Template

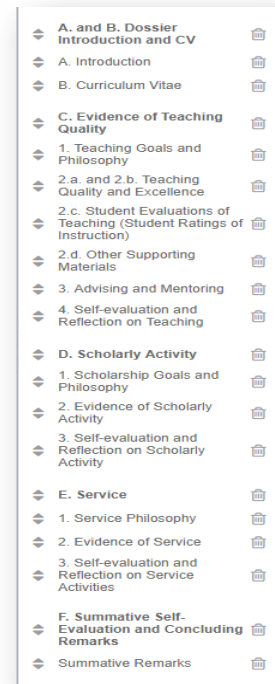
The template includes all sections required in the CPHS faculty handbook. Topics are organized in a similar order and refer to the instructions from the handbook for what content to include. (See listing in figure to the right).

CPHS Abbreviated Portfolio Template

Overall, the layout for the Abbreviated Portfolio Template matches the full template. There have been two-three sections removed and the evidence requires fewer artifacts. Again, please refer to the CPHS faculty handbook for specific information.

CPHS Pre-Promotion/Pre-Tenure Portfolio Template

Overall, the layout for the Pre-P&T Portfolio Template matches the abbreviated and full template. However, per the guidance in the faculty handbook, the instructions indicate the number of artifacts and other guidance for items to be included. If there are any questions, please refer to the CPHS faculty handbook.

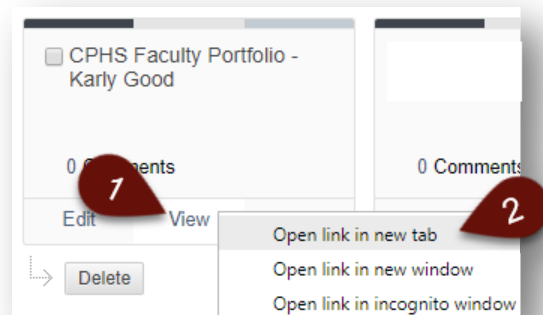


▶ A. and B. Dossier Introduction and CV	🗑️
▶ A. Introduction	🗑️
▶ B. Curriculum Vitae	🗑️
▶ C. Evidence of Teaching Quality	🗑️
▶ 1. Teaching Goals and Philosophy	🗑️
▶ 2. a. and 2. b. Teaching Quality and Excellence	🗑️
▶ 2. c. Student Evaluations of Teaching (Student Ratings of Instruction)	🗑️
▶ 2. d. Other Supporting Materials	🗑️
▶ 3. Advising and Mentoring	🗑️
▶ 4. Self-evaluation and Reflection on Teaching	🗑️
▶ D. Scholarly Activity	🗑️
▶ 1. Scholarship Goals and Philosophy	🗑️
▶ 2. Evidence of Scholarly Activity	🗑️
▶ 3. Self-evaluation and Reflection on Scholarly Activity	🗑️
▶ E. Service	🗑️
▶ 1. Service Philosophy	🗑️
▶ 2. Evidence of Service	🗑️
▶ 3. Self-evaluation and Reflection on Service Activities	🗑️
▶ F. Summative Self-Evaluation and Concluding Remarks	🗑️
▶ Summative Remarks	🗑️

To edit a Portfolio from the My Portfolios page, select Edit.

To view a Portfolio from the My Portfolios page, select View. (Image: See 1 and 2 to View in a new tab.) This allows you to Edit in one tab and View in another.

To adjust Settings, Share, View Comments, or Download, select More.



Create a Portfolio from the Template

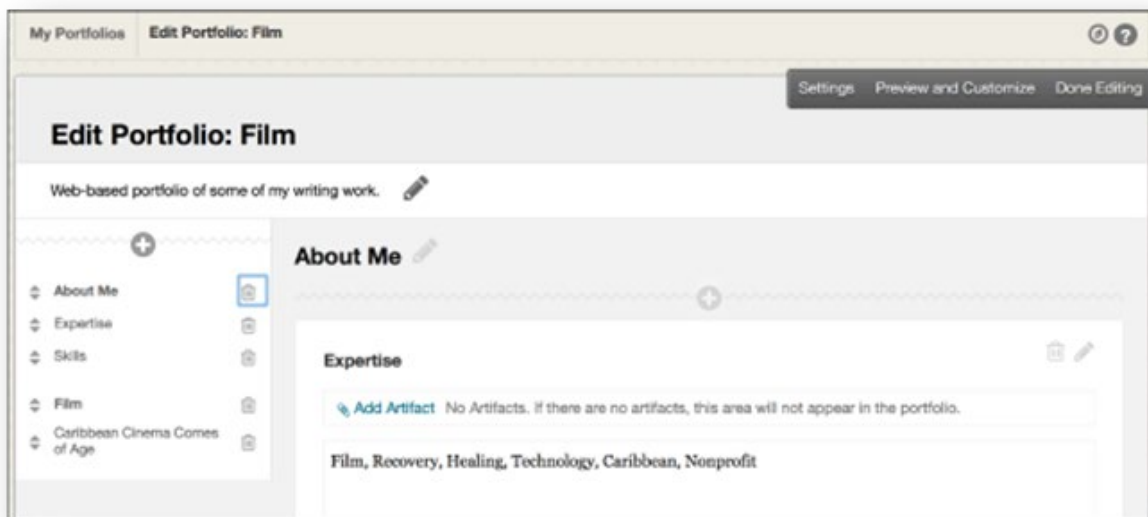
On the My Portfolios page, select Create Portfolio.

- Title the Portfolio with the following schema: CPHS Faculty Portfolio—First name Last name
- Click on “Select Portfolio Template”
- Choose from the list of portfolio template options
 - Full portfolio: “CPHS Promotion and Tenure Template”
 - Abbreviated: “CPHS Abbreviated Portfolio Template”

- Submit

The first time you create a Portfolio, you have the option of taking a brief guided tour of the Portfolio authoring canvas. If you choose to skip or replay the tour, you can access it later from the orientation bar. Choose the tour's compass icon next to help to launch the tour.

You can customize your Portfolio's header and footer. After creation, select the pencil icon to edit the header and footer.



A Portfolio consists of pages and sections. The menu in the leO navigation shows all of the Portfolio's pages and sections, which you can use to manage them.

Dossiers and Narratives

The intent of the Portfolio is to have narrative in the various sections followed by artifacts if applicable.

It is suggested that you do the majority of your typing in a word document and later copy and paste from the word document into Blackboard. Copy and paste the text for dossiers and narratives directly

into the textbox provided on Blackboard under the appropriate section of the template.

There are exceptions to this suggestion if you need additional formatting that is not available in the textboxes provided on Blackboard. Exceptions can be added as separate artifacts and linked to the text or included as an image inline.

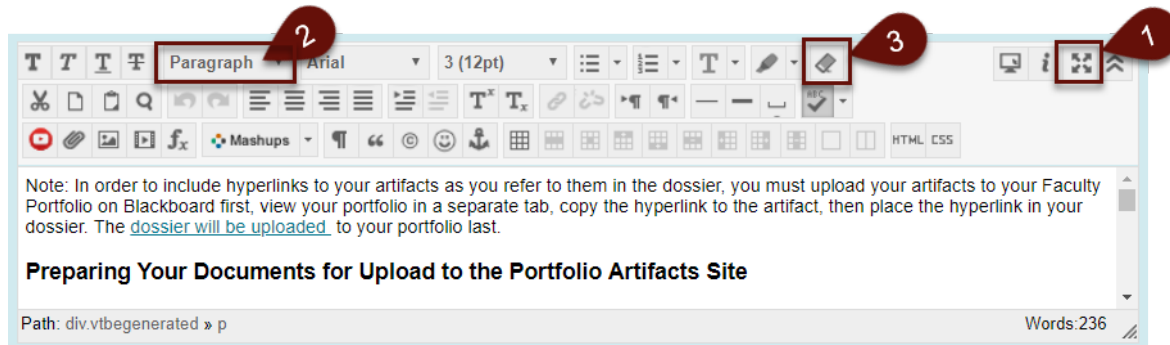
Note: The text editors in Blackboard ePortfolio have a limit of 8000 words. If you have reached the limit, try creating one of your tables as an image or screenshot to save a few words from the word count.

You can view and edit the text box as a full page by selecting the icon in Bb to pull up a 'full page view.' The full-page view icon is located in the upper right of the Text Editor toolbar. It is the icon with the arrows pointing to each corner (Image: see the 'Full Page View' icon in the Blackboard ePortfolio toolbar).

If pasting formatted text, click on 'Formatted Code' from the pull-down menu (that includes the 'heading' paragraph' etc. options). The formatting will paste along with the text (Image: see the '2').

If you have difficulty with formatting between Word and Blackboard, you can also try removing the formatting from the difficult text (Image: see the '3'). In order to remove the formatting, please highlight

the text in question and click the remove formatting button indicated in the image below. The remove formatting button is located at the end of the first line of tools and resembles the image of an eraser.



Adding Artifacts to the Dossier

The **recommended** option is to upload multiple artifacts at once per evaluation criteria by dragging the files to the upload box. If you have not uploaded them all to the artifacts area, you can also drag them together from a folder on your desktop. Rather than each document appearing as a separate file, a 'web page' is created that lists all of the documents in the order that they were when they were uploaded. This may be helpful for all of your teaching evaluations, or all of your syllabi.

If you have a few items and don't put them into one artifact, you can add multiple artifacts into the artifact section. Note that artifacts are typically added to the Portfolio in reverse order of entry so uploading artifacts should occur as a last step in your portfolio creation. It is recommended that you add all items to the artifacts section and then add them to the dossier later.

NOTE: Please make sure all of your artifacts have distinct titles and refer to the titles of the artifacts in your dossier.

Preparing Hyperlinks in the Dossier

Note: Hyperlinks to artifacts will not work with shared portfolios so please do not incorporate them into your information.

In addition, because all of the supporting materials will appear right underneath each section of the narrative, hyperlinks to artifacts or appendices are not needed. As a reminder, external reviewers do not receive the appendices so once again, the hyperlinks were not helpful but only took time for the author to create. If needed, hyperlinks to outside websites are still welcome.

Additional Portfolio Tips:

- The Settings option allows you to change the settings' decisions made when creating the portfolio, such as the portfolio title and description. The Preview and Customize option allows you to see how the Portfolio will look, and make layout and color palette decisions that affect the final design of the Portfolio.
- The Done Editing option allows you to exit the Portfolio authoring canvas. If you try to exit without saving new and updated content, you are warned of unsaved changes.
- When you're authoring, use the menu to move among pages in the template to edit them.
- Select the pencil icon next to a section title to edit it. Each section has an editor for creating freeform content. The editor appears dynamically when you click in the editor box. You can associate one or more artifacts with each section. Typically, you add artifacts to a section and use the editor to reflect on those artifacts.
- **Each time you share a Portfolio with other users, you create a static snapshot of that Portfolio at that point in time. If you make edits that you want to share, you need to share the Portfolio again. Note that for P&T Dossiers, new submissions are not allowed after the due date.**
- If you have a Portfolio already created that you would like to edit and reuse, you will want to first take a snapshot of the Portfolio so that you will always have it as a part of your file. In order to do this, hit "share" then "Share a snapshot with" – "External Users" and enter your Drake email address. This lists that snapshot with the associated URL that you can return to at any time. Then, you can continue to edit and update the Portfolio to your current needs and retitle it appropriately.

Portfolio Submission

To submit your portfolio(s), share your portfolio and your abbreviated portfolio with the CPHS Dean and the Office and External Relations Manager. They will take care of any additional sharing necessary.

1. Under My Portfolios, click on the More button and Share.
2. Share a Snapshot with External Users. Enter the email addresses for your Dean and the Office and External Relations Manager. You are welcome to choose the option of "Send copy of message to self" for your records.

NOTE: An email will be sent including a link to your Portfolio snapshot. This email will be forwarded to external reviewers on your behalf as well as uploaded into a folder for the department and college P&T committees to review.

About Reviews via Blackboard

The review committees will have access to the appropriate Blackboard course for your candidacy. They will review the snapshot of your Portfolio via Blackboard. This review process does not stop you from continuing to add artifacts to your Portfolio for the future. You will always maintain a record of the Portfolio snapshot submitted (click on More and then Share to see the history of snapshots shared).

Download Your Portfolio.

Working in a digital manner allows you to download a copy of your Portfolio for safekeeping if you wish to do so. This feature will create a record for your files, and is also a means of taking your portfolio with you for future use if necessary.

Go to My Portfolios, click on the More button and Download. You will receive a .zip file. If you want to take a look at what you downloaded, you will want to open the “index.html” file as the main navigation page for your portfolio. It will open in a browser so you may review your Portfolio. If you wish to share a snapshot of your Portfolio with yourself, follow the directions above in the section for Portfolio Submission.

Troubleshooting?

Technical issues:

If you have questions about creating, editing or accessing a Portfolio on Blackboard, please contact the Learning Management Specialist, Karly Good (karly.good@drake.edu), 515-271-4510 to get support.

Content Questions:

If you have questions about the content to include in the portfolios, please seek your departmental contact for further clarification.

Appendix P: CPHS Professional Electives Policy

Core curricula of CPHS degree programs may require professional elective courses that permit exploration of and/or advanced study in areas of professional interest within the student's primary degree. Professional electives provide the student with an opportunity to not only pursue areas of intellectual interest, but also to develop an individual "brand" that may benefit them in their professional or academic future.

Professional electives should (a) expand upon information presented in the standard curriculum, (b) introduce new information that is relevant to the field of study, (c) or prepare the student for graduate study. Professional electives must be CPHS-labeled courses, those indicated on approved curriculum guides, or courses otherwise approved by AAC. Any professional elective must be numbered 100 level or higher for graduate and doctoral-level programs. Bachelor of Science in Health Sciences candidates may refer to courses indicated in current curriculum guides. Other courses (even if taught by CPHS faculty) are not considered professional electives except with an approved exception to program policy. The College's Academic Affairs Committee shall review and approve courses as professional electives when submitted for consideration as a professional elective by the instructor. CPHS professional electives will be indicated in the University course catalog.

Students who desire to have a non-approved elective count toward professional elective credit should apply for an exception to program policy prior to taking the course whenever possible. Professional electives must be taken for a grade unless the course is designed as credit/no credit. Students should refer to their degree audit for determination of the total number of required professional electives.

Electives offerings for each degree should be adequate in number and sequencing to fulfill needs of concentrations and the needs of the student population. Offerings for professional electives for each degree within CPHS will be coordinated amongst the faculty member, their department chair, and the Associate Dean of Curriculum and Assessment. Additional coordination may occur between department chairs to encourage interdepartmental collaboration and interprofessional education in professional elective offerings. Consideration may be given for alternate year offerings and class session timing to address issues of workload or enrollment competition.

Additional policies for each program are listed below:

Bachelor of Science in Health Sciences

* Courses need not be above 100 level to be considered for professional elective credit. See the relevant curriculum guide for course options.

Master of Athletic Training

* Independent study may not be considered for professional elective credit without an approved exception to program policy.

* Students completing any MAT concentration offered by CPHS, the Global and Comparative Public Health Concentration, or the Leadership Education and Development Concentration may apply core required (100 level) courses in these programs toward professional elective requirements.

Occupational Therapy Doctorate

* Beginning Fall 2020, OTD students must take one professional elective course during the O2 year. Courses may be an approved non-required OTD course or any other professional elective course approved by AAC for which the student meets enrollment criteria.

Doctor of Pharmacy

* Professional electives should be taken no earlier than the first semester in the PharmD curriculum. Professional electives taken prior to admission into the professional program are not to be counted toward the required total. If the required total is not met, it may delay the student's progression to advanced pharmacy practice experiences.

* Independent study may be allowed as professional elective credit if (a) the experience is not applied toward required course and (b) appropriate for the degree of study. While students may engage in multiple independent studies as allowed by their schedule, no more than 50% of total professional elective credits required may be obtained via independent study. Independent study must be conducted with CPHS faculty to be considered as a professional elective.