Faculty Handbook

Faculty Bylaws,
Operating Guidelines
and Procedures
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A. Mission, Vision, and Core Values

A.1 Mission Statement
The College of Pharmacy of Mercer University seeks to prepare its professional and postgraduate students to effectively contribute to and improve healthcare through excellence in patient-centered care and research.

Statement of College Goals:

1. Provide an education that is effective, innovative, and comprehensive.
2. Foster an environment that is caring and responsive toward all constituents.
3. Ensure quality of programs through continuous evaluation and improvement.
4. Encourage diversity and adhere to the values of the University’s Judeo-Christian heritage while respecting the pluralistic values of our society.
5. Provide an environment where students participate in active learning and interprofessional education and develop critical thinking and problem solving skills.
6. Foster personal and professional growth and a commitment to lifelong learning.
7. Support a highly qualified faculty in their pursuit of teaching, scholarly activity, and service in recognition that these activities are integral components of continuing professional growth.
8. Conduct basic, translational, and applied research emphasizing scientific advancement, educational methods, and improving healthcare outcomes.
9. Prepare graduates to assume leadership roles in their communities and profession.
10. Provide postgraduate education including graduate programs, residencies, fellowships, and certificate programs.
11. Participate with other stakeholders in the development of new and improved practice models.

Revised format approved 3/21/07; revised and approved 4/18/12

A.2 Vision
The College of Pharmacy will be recognized nationally for outstanding contributions to healthcare education in teaching, service, and research.

Revised format approved 3/21/07

A.3 Core Values
The College of Pharmacy bases its educational program and position in the health care community upon certain core values. The core values of the College are: integrity, caring, excellence, commitment, learning, innovation, and professionalism. The definitions of the core values and the modeled behaviors associated with each are:

1. Integrity: Unwavering adherence to a moral and ethical code of conduct and having the courage to do what is right.
   a. Is fair, straightforward, and truthful.
   b. Addresses any dishonest or unethical behavior both upwards and peer-to-peer.
   c. Admits, corrects, and learns from mistakes.
   d. Expresses concerns about work issues and works constructively to create a resolution.
   e. Honors commitments and accepts responsibility for actions.

2. Caring: Showing concern for the well-being of others.
a. Places other’s interests ahead of his/her own.
b. Shows compassion and kindness toward others.
c. Treats everyone fairly and is genuinely concerned about the welfare of others.
d. Is sensitive to the personal concerns and beliefs of others.
e. Goes out of his/her way to accommodate the needs of others.
f. Recognizes the value of others, their ideas, beliefs, diversity, and cultural heritage.

3. Excellence: Performing at the highest level.
   a. Sets and achieves high, realistic goals for himself/herself.
   b. Supports continuous individual and organizational assessment and improvement.
   c. Seeks, accepts, and acts on feedback from others.
   d. Encourages the development of new ideas.
   e. Exceeds expectations.

4. Commitment: Devotion to a relationship, concept, or idea.
   a. Actively participates on teams.
   b. Strives to adhere to University and College policies and procedures.
   c. Supports the University’s and College’s mission, goals, and objectives, through his/her research, teaching, and service.
   d. Actively participates in on-going educational and professional activities.

5. Learning: Acquiring, synthesizing, understanding, and assimilating new knowledge and information.
   a. Actively participates in faculty or staff development.**
   b. Shares knowledge of new practices and procedures, evolving sciences, and leading edge technologies.
   c. Participates in teaching and learning colloquies and seminars.*
   d. Remains current regarding new knowledge in field.
   e. Updates lectures and courses with new knowledge and theories.*
   f. Promotes use of teaching methods shown to enhance student learning.*
   g. Promotes development of interprofessional learning and collaborative practice in didactic and experiential education.

6. Innovation: Generating new ideas, methods, or devices.
   a. Develops new approaches to offering courses and lectures.*
   b. Initiates novel ways to increase efficiency, effectiveness, and productivity.
   c. Generates original research proposals on a regular basis.*
   d. Designs new didactic and experiential learning experiences.*
   e. Develops new approaches to patient-centered care.
   f. Applies evolving sciences and leading edge technologies to practice setting.

7. Professionalism: Exhibiting appropriate behaviors and adhering to an established code of conduct.
   a. Treats people in a friendly, courteous, and professional manner.
   b. Actively listens when others are sharing information and experiences, and asks questions for clarification.
   c. Avoids gossip, hostility, crude language, offensive joke telling, and inappropriate dress.
d. Reacts timely and appropriately to inquiries or change.

* Faculty only
**Faculty and staff only
Revised format approved 3/15/06; revised and approved 4/18/12

B. Bylaws of the Faculty

B.1 Article I - Name
The name of the body constituted in this document shall be the Faculty of the Mercer University College of Pharmacy (COP).

B.2 Article II – Membership
1. The voting membership of the Faculty of the COP (hereinafter referred to as the "Faculty") shall consist of all those holding appointments in the ranks of Professor, Associate Professor, Assistant Professor and Instructor. This includes those with the term “clinical” preceding their rank. The President, Provost, and Senior Vice President for Health Sciences are ex officio voting members of the faculty.
2. The President, the Dean of the COP (hereinafter referred to as the "Dean"), or the Faculty by vote may designate persons not included in the foregoing paragraph who shall have the privilege of attendance and discussion at Faculty meetings, but not the privilege of voting.

B.3 Article III - Officers
1. The Dean shall be the presiding officer and chair of the Faculty, and in his absence the Dean's designate shall preside.
2. The President may, when he or she deems it advisable, preside over any meetings of the Faculty.
3. The Administrative Assistant to the Dean shall serve as the secretary for the Faculty and shall keep accurate records of all meetings and actions of the Faculty. Upon Faculty direction, the Secretary shall transmit in writing all motions passed, or actions taken to the persons or bodies concerned. The Secretary shall provide a copy of all Faculty Minutes to the President. The Secretary is a non-voting member of the organization.
4. The Dean annually shall appoint a Parliamentarian. The Parliamentarian will give advice to the Presiding Officer of the faculty concerning proper proceedings in accordance with Robert’s Rules of Order.

B.4 Article IV - Duties and Jurisdiction
1. The Faculty shall have jurisdiction over all matters concerning curriculum, admission requirements, and graduation requirements of the COP. The Dean will implement the decisions of the Faculty in these matters.
2. The Faculty shall consider any matter referred to it by the President, Provost, or the Executive Council of any school/college of the University, the Dean, or any member or members jointly of the Faculty.
3. The Faculty may, by majority vote, make recommendations to the President or other
appropriate individual bodies.

4. The Faculty shall participate in university governance through representation in the Faculty House of Delegates.

   a. Nominations for House of Delegates shall be solicited and ballots prepared and tallied by the Faculty Advisory Council. The Faculty shall, during the month of March, elect the requisite number of representatives to the University House of Delegates for two-year terms. Those eligible for election shall include all faculty members except those holding an appointment as Dean, Executive Associate Dean, Associate Dean for Administration, Associate Dean for Research, Assistant Dean for Student Affairs, Department Chair, or Department Vice-Chair. These representatives shall voice the will of the Faculty on those matters on which they have been specifically instructed.

   b. Un-expired terms shall be filled as soon as possible by nomination and vote of the Faculty.

B.5 Article V – Meetings and Procedures

1. The Faculty shall meet on a date and at a time designated by the Dean. Special meetings may be called by the President, the Dean, or by written request of four members of the Faculty.

2. Attendance at faculty meetings is a responsibility of the faculty member. Faculty members are expected to attend all meetings unless prior approval is obtained from the Department Chair.

3. Written notice shall be given to each faculty member reasonably in advance of any meeting. This notice shall contain the agenda of the meeting and such other information as may be desirable for advance study by the Faculty.

4. The order of business at each regular meeting shall be:

   a. Call to Order
   b. Prayer
   c. Approval of Minutes of Last Meeting
   d. Dean's Report
   e. Reports of Committees
   f. Old Business
   g. New Business
   h. Announcements
   i. Adjournment

5. Normally, new business intended for discussion by the Faculty at a regular meeting shall be presented in writing to the Secretary in advance of the regular meeting. Members of the Faculty shall have the right to present proposals from the floor at any time.

6. A majority of the voting Faculty shall constitute a quorum. ("Majority" is defined as 51% of the voting Faculty).

7. At all meetings of the Faculty, voting shall be by voice, by show of hands, by rising vote, or by ballot, as decided by the presiding officer. It shall be in order, however, to move for vote by ballot. A motion shall be carried by a majority of the voting members present and voting. Proxy voting may be allowed on specific motions if that proxy is submitted to the Dean in writing in advance of the meeting at which it is to be considered. Any subsequent amendments to the original motion shall automatically invalidate the proxy vote.
B.6 Article VI - Parliamentary Authority
The rules contained in the current edition of Robert’s Rules of Order Newly Revised shall govern the meetings and proceedings of the faculty.

B.7 Article VII - Committee Structure
COP Faculty members are involved in the policy and decision-making processes within the COP by their participation in Faculty meetings and on Committees. The COP has several Standing Committees. Standing committees of the Faculty are appointed (except for the Committee on Promotions and Tenure, whose members are elected by the faculty) by the Dean based on faculty requests and advice of the Executive Committee. Committees are comprised of full-time faculty, students, staff, residents and/or alumni and are appointed for term as indicated under the description of each committee. These committees initiate recommendations and receive matters referred to them, for study and recommendation, from the Dean, Faculty, and the COP Faculty Advisory Council. Committees report to the Faculty when necessary or when directed by the Dean. The Committees that are advisory to the Dean include the: Faculty Advisory Council, the Promotion and Tenure Committee, the Admissions Committee, the Executive Committee, and the Chemical Dependence and Impairment Intervention Committee. Committees that are advisory to the Faculty include the Curriculum Committee, Program Assessment Committee, Honors, Awards, and Scholarships Committee, Continuing Education Committee, Academic Performance and Standards Committee, Professionalism Committee and Educational Resources Committee.

B.8 Article VIII - Amendment or Repeal of Bylaws
A motion for a change or repeal of any Bylaws, along with appropriate explanation of the reason for the change, shall be distributed in writing to each voting member of the faculty, no less than thirty (30) days prior to a scheduled faculty meeting at which the change is to be voted on. In order for the motion to pass, it must carry by a two-thirds (2/3) vote of the voting members present and voting.

Approved 4/20/95; Revised and Approved 8/20/02
C. Organization

C.1 Organizational Chart

C.2 Administrative Structure
The administrative officers of the COP include the Dean, Executive Associate Dean, Assistant Dean for Student Affairs, Associate Dean for Administration, Associate Dean for Research, and two Department Chairs. The Director for Finance and Administration and the Director of Communications and Marketing provide support.

C.2.1 Dean
The Dean is the chief academic and administrative officer of the College and has the responsibility for creating and sustaining an environment of academic excellence, while providing leadership for the overall administrative operations of the COP. The Dean reports to the Senior Vice President for Health Sciences, who reports to the Provost of the University.
C.2.2 Executive Associate Dean
The Executive Associate Dean (EAD) reports directly to the Dean and is the second ranking academic officer of the College. During the absence of the Dean, the EAD assumes managerial leadership. The EAD is responsible for all academic matters and serves as advisor to students and faculty on all academic matters including College and University academic policies. The EAD serves as a liaison between academic support services and the COP. The EAD develops and implements procedures for the preparation of academic affairs reports that are required by accrediting agencies and professional associations. The EAD manages the academic advising program and serves on the Curriculum Committee. The EAD manages peer review of teaching, the faculty mentoring program, coordinates common activities of the Curriculum Committee and the Center for the Advancement of Teaching and Learning, prepares the academic calendar and class schedule, and maintains the COP College Catalog.

C.2.3 Assistant Dean for Student Affairs
The Assistant Dean for Student Affairs (ADSA) serves as the chief advocate for personal and co-curricular professional development of the student population. The ADSA serves as advisor to the Council of Students and the Interfraternity council and serves on committees of the COP that have as their primary concern student affairs. The ADSA works with other campus and University areas to enhance the quality of student life. The ADSA coordinates the following events: new student orientation, white coat ceremony, hooding, graduation, and the honors, awards, and scholarship luncheon. The ADSA maintains the COP Student Handbook.

C.2.4 Associate Dean for Administration
The Associate Dean for Administration is responsible for assisting the Dean in managing the administrative operations of the COP and Health Sciences Center. Specifically, his/her duties include: routing non-experiential education contracts; coordinating interprofessional activities; maintaining and updating the strategic plan and faculty handbook; serving as secretary to the Executive Committee; serving and/or chairing on College, University, and external organizations advisory boards/committees; and serving as the liaison between the pharmacy Dean’s Office and the schools/colleges in Mercer University.

C.2.5 Associate Dean for Research
The Associate Dean for Research is responsible for fostering and promoting biomedical and pharmaceutical sciences, pharmacy practice, and pharmacy administration based-research within the COP. The Associate Dean for Research supports and assists faculty in design and implementation of research activities and develops strategies to procure extramural research funding.

C.2.6 Director for Finance and Administration
The Director for Finance and Administration is responsible for the business operations of the COP. The Director for Finance and Administration reports directly to the Dean and assists the Dean in the budgetary management of the COP.

C.2.7 Director for Communications and Marketing
The Director for Communications and Marketing helps develop, promote, protect and enhance the COP brand and is responsible for all College communications, public relations, and marketing efforts to external constituents, including, but not limited to, the College Web site, social media accounts, printed publications, press releases, and integrated media and video. The Director for Communication and Marketing reports directly to the Dean.

Approved 4/20/95; Revised and Approved 6/13/06; Revised 6/15/2013; Revised 4/15/2014
C.3 Academic Structure
The faculty of the COP is organized into two academic departments: Department of Pharmacy Practice and Department of Pharmaceutical Sciences.

C.3.1 Department of Pharmacy Practice
The Department of Pharmacy Practice is concerned with the application of the clinical sciences to pharmacy care and the administrative sciences (social, behavioral, economic, psychological, management) to the practice of pharmacy in various settings. The Department offers instruction in pharmacy practice, pathophysiology, disease state management, drug information/literature evaluation, communication, management, healthcare organization, biostatistics/research design, and introductory and advanced pharmacy practice experiences.

C.3.2 Department of Pharmaceutical Sciences
The Department of Pharmaceutical Sciences is responsible for providing the foundation pharmaceutical science courses in the Doctor of Pharmacy curriculum including physiology, pharmacokinetics, pharmaceutics, medicinal chemistry, pharmacology, and immunology. The Department also offers a Doctor of Philosophy degree program in pharmaceutical sciences to prepare graduate students for careers in teaching and research in academic institutions and for employment in industry, government, and other agencies and institutions involved in health-science oriented research and development.

C.3.3 Department Chair
The Departmental Chair is responsible for management of faculty members assigned to the department, following the mission statement of the department, and managing the departmental budget. Additional responsibilities include but are not limited to:

1. Faculty development.
2. Recruitment of full-time faculty members and recommendation of all adjunct appointments.
3. Recommendation of faculty members to serve on committees.
4. Assignments of teaching, research and service responsibilities for faculty members utilizing the Management by Objectives (MBO) process.
5. Approval of all courses and syllabi offered by the department.
6. Evaluation of faculty members teaching using peer and student evaluation.
7. Recommendation of faculty members for promotion and tenure.
8. Preparing an annual report for the department.

C.4 Committees Advisory to the Dean
C.4.1 Admissions Committee
The Committee is responsible for conducting an ongoing review of admission policies and procedures, evaluating qualified applicants, and making decisions regarding admissibility. Membership includes representatives from the faculty and the student body. Appointments are made annually. The Admissions Committee also utilizes an Admissions Interview Team in the admissions process. This advisory group is comprised of faculty members, residents, staff, and alumni.
C.4.2 Chemical Dependence and Impairment Intervention Committee
The Committee investigates suspected cases of chemical dependence and makes recommendations for treatment, if necessary. The Committee reviews all requests for re-admission from students dismissed from the College due to chemical dependence. Membership includes at least one representative from the Department of Pharmacy Practice and Department of Pharmaceutical Sciences, the Assistant Dean for Student Affairs, and a student representative. The Dean shall appoint the Chairperson.

C.4.3 Executive Committee
The Executive Committee is an advisory committee to the Dean on all administrative and academic matters affecting the COP. The Committee consists of the Dean of the COP who serves as Chairperson, any Assistant or Associate Deans, the Chairpersons from each of the academic departments within the COP, and any other faculty member appointed at the discretion of the Dean. Appointments are made annually. Copies of the minutes of each meeting are distributed to each member of the Faculty, the President, Provost, and other appropriate University officers.

The Council meets on a regular basis during the academic year. The President, Executive Vice-President, Provost, the Dean, or a majority of the members of the Committee may make requests for special meetings. Such requests are made in writing at least forty-eight hours in advance of the meeting. At least two-thirds of the Committee members must be present for the Committee to meet and act upon matters before it.

C.4.4 Faculty Advisory Council
The function of the Council is to act for the Faculty on questions that need immediate action between meetings of the Faculty. The Council submits such action to the Faculty in writing. In addition, the Council acts as liaison for carrying College-wide concerns from the faculty to the administration and assists the Dean in planning the Faculty Retreat. The Council also conducts faculty elections and serves as tellers for those elections. The COP Faculty Advisory Council consists of the Dean and five members of the voting Faculty who have completed at least two years of service on the COP Faculty. Two members are elected from each department with one member elected from the faculty-at-large. Faculty members holding an administrative appointment (i.e. Assistant or Associate Dean, Department Chair or Vice-chair) are ineligible to serve as members of the Council. Election of the members of the Faculty Advisory Council is conducted in April of each year, with elected members taking office at the first Faculty meeting of the academic year and serving a two-year term. Each department should elect one representative each year for a two-year appointment to result in staggered terms. The at-large representative will be elected in even years. Members of the Council will serve at the pleasure of the Faculty and will be subject to recall upon a two-thirds vote of the Faculty. The members of the Council elect the Chairperson annually. The Chairperson presides at meetings of the Council and performs all duties incident to the office of Chairperson. The members of the Council elect the Secretary annually. The Secretary keeps minutes of each meeting and distributes copies of the minutes to each member of the Faculty, the President, Provost, and other appropriate University officers.

C.4.5 Promotion and Tenure Committee
The Committee acts in a peer review capacity to advise the Dean of faculty matters concerning promotion and tenure. The Committee evaluates and makes recommendations on the COP candidates for promotion and/or tenure according to the guidelines and standards established by Mercer University and the COP. The Committee also reviews and makes recommendations concerning the guidelines and standards for promotion and tenure. The Committee consists of five faculty members. These faculty members may either hold a continuous appointment in the COP with a minimum rank of associate professor or non-tenured appointment at the clinical associate level or above. Department chairs are not
eligible for service on the Committee. Each department has two representatives on the Committee. The respective departments elect these representatives. One at-large member is elected by mail ballot in an election conducted by the Faculty Advisory Council. Each department should elect one representative each year for a two-year appointment to result in staggered terms. The at-large representative will be elected in even years. The Committee elects the Chairperson of the Committee annually from its membership. Faculty members with continuous appointments or those who are tenure eligible may vote on all matters that the Committee considers. Non-tenure track faculty members may vote on all matters that the Committee considers except for tenure and policies and standards that relate thereto. In the event that a non-tenure track faculty member applies for promotion and no members of the Committee are non-tenure track faculty, the Dean may appoint an ad hoc associate rank non-tenure track faculty member. If an associate rank (or above) non-tenure track faculty member is not available, then one at the assistant professor level may be appointed. The ad hoc member shall serve in an advisory capacity but is ineligible to vote.

C.4.6 Research Program Advisory Committee
This committee is advisory to the Associate Dean for Research and to the Dean on matters pertaining to the College’s intramural research programs, including: faculty development grants, seed grants, bridge grants, and the summer research program. The committee assists in development of the applications to these programs and reviews submitted applications for each.

C.5 Committees Advisory to the Faculty
C.5.1 Academic Performance and Standards Committee
The Committee on Academic Performance and Standards is empowered to act for the Faculty regarding requests for readmission to the COP following academic dismissal and consideration of grade appeals. The Committee advises the Faculty regarding academic regulations of the College of Pharmacy. Membership includes at least one representative from the Department of Pharmacy Practice and Department of Pharmaceutical Sciences, the Assistant Dean for Student Affairs, and a student representative. The Dean shall appoint the Chairperson. Appointments are made annually.

C.5.2 Advanced Pharmacy Practice Experiences (APPE) Selection Advisory Committee
The APPE Selection Advisory Committee is a committee comprised of pharmacy practice and pharmaceutical science faculty members. The committee is chaired by the Director of APPEs. The committee’s purpose is to review applications and select students for unique APPE opportunities (e.g. industry, Indian Health Service, International, etc.). The committee is also charged with developing exclusion criteria for regional placement and, ultimately, reviewing exclusion documents presented by students for exclusion.

C.5.3 American Association of Colleges of Pharmacy House of Delegates
The College of Pharmacy shall conduct an election annually during the month of March for the American Association of Colleges of Pharmacy (AACP) faculty delegate. In the year of election, the delegate-elect will attend the Annual AACP Meeting to observe only if he/she has not previously attended an AACP House of Delegates Meeting. In the following year, the delegate-elect will assume the role of delegate and shall attend the meeting as the COP’s voting representative. Those eligible for election shall include all faculty members who are members of AACP. The nominees shall be from the Department of Pharmacy Practice in odd years and from the Department of Pharmaceutical Sciences in even years.
C.5.4 **Assessment Committee**
The Committee assesses patterns of student and alumni performance on a range of educational outcomes with the goal of gathering information for programmatic adjustments. Membership consists of at least Director of Assessment, Director of Admissions, a student, an alumni, and representatives from the Office of Experiential Education and both academic departments. Appointments are made annually. The Dean will appoint the Chairperson and Vice Chairperson.

C.5.5 **Continuing Education Committee**
The Committee assists the Director of Continuing Education in planning and implementing continuing education programs sponsored or cosponsored by the COP. All continuing education activities, including certificate programs, are coordinated through this committee. The committee is responsible for assisting the Director in maintaining the approved provider status of the College of Pharmacy by the Accreditation Council for Pharmacy Education. Membership of this committee includes at least one faculty member from the Department of Pharmacy Practice and Department of Pharmaceutical Sciences, the Director of Continuing Education, an alumni member, and a pharmacy resident/graduate student. Members are appointed annually and the Dean appoints the Chairperson.

C.5.6 **Curriculum Committee**
The Committee is advisory to the Faculty on matters about the curriculum. The functions of the Committee are to initiate and act upon items from within or outside its own membership and consider and bring to the Faculty for approval recommendations concerning curriculum, course content revisions, course designations, course prerequisites, College requirements for pre-professional curricula, and changes and requirements for professional degrees. Membership includes the two faculty from each pharmacy department, one or more students, and one alumni. The Executive Associate Dean and the Director of Assessment serve as ex-officio members. The Dean will appoint the Chairperson and Vice Chairperson. Appointments are made annually.

C.5.7 **Educational Resources Committee**
This Committee is advisory to the Faculty and serves as a forum for Faculty input in the areas of drug information, information technology, educational media, and library services. This Committee assures the service areas above support the COP academic and research program. Membership of the Committee includes at least one representative from each of the departments, a representative from the Library and Drug Information Center, and a student. Appointments are made annually by the Dean and the Committee will elect a Chairperson. Representatives from computer and media services are also invited to serve as members.

C.5.8 **Honors, Awards, and Scholarships Committee**
This Committee is responsible for recommendation of recipients for awards, honors, and scholarships based on scholarly activities or other special requirements. The Committee is responsible for working with the Office of Student Financial Planning to ensure that the necessary funds are obtained and available for scholarships. The Committee consists of at least one representative from the Department of Pharmacy Practice and Department of Pharmaceutical Sciences and the Assistant Dean for Student Affairs. A financial aid officer will also be invited to serve as a member. Appointments are made annually with the Chairperson appointed by the Dean.
C.5.9 **Professionalism Committee**
The Committee is responsible for monitoring and developing policies and strategies to ensure and enhance student professionalism. It also handles disciplinary matters regarding the non-academic judicial procedures as described in the Code of Professional Conduct. Membership consists of the Assistant Dean for Student Affairs, representatives from the College of Pharmacy faculty, and one student. Appointments are made annually. The Dean shall appoint the Chairperson.

Section revised: 9/30/2014

C.6 **External Advisory Committees**

C.6.1 **Board of Visitors**
The Board of Visitors was established in 1985. It is an advisory body of the COP and is composed of members of the pharmaceutical industry, pharmacy practice, pharmacy associations, and the private business community. The Board members meet in the fall and spring each year. The meetings include a report of activities of the COP. Board members are given an opportunity to provide input regarding various issues facing the COP.

C.6.2 **Experiential Education Advisory Committees**
The College has established the Experiential Education Advisory Committee for the purpose of providing input into the structure, content, and policies of pharmacy practice experiences. Membership on the committee includes the directors of experiential education, experiential education faculty, faculty, preceptors, and others who represent the constituency of preceptors and sites. Appointments are made by the Dean upon the recommendation of the directors of experiential education.

C.6.3 **University Governance**
The COP faculty members are involved in the governance system of the University through their participation in faculty meetings and by serving on University policy making committees such as the House of Delegates. The House of Delegates serves as an important source of communication between University Administration and the Faculty. Faculty members from the COP also serve on other committees of the University including the: Benefits Committee, Institutional Animal Care and Use Committee, Institutional Review Board, Institutional Bio-safety Committee, Institutional Radioactive and Environmental Safety Committee, Interprofessional Educational Committee, University Assessment Committee, University Distance Learning Committee, and University Graduate Council.

Revised and Approved 8/18/10; 7/1/13

C.7 **Description of Centers**

C.7.1 **Center for Clinical Outcomes Research and Education**
The mission of the Center for Clinical Outcomes Research and Education (CCORE) is to promote health outcomes and healthcare quality through research and education.

C.7.2 **Center for Drug Delivery Research**
The Center for Drug Delivery Research focuses on all aspects of drug design research and teaching, ranging from basic research to more applied applications. The Center is involved in software and methodology development, as well as the application of computer-based methods to predict biologically active compounds and their toxicology or absorption, distribution, metabolism, and elimination.
properties prior to laboratory testing. The Center serves as a resource for universities, industries, and government agencies interested in new drug design projects and/or the enhancement of existing drug candidates. The Center is involved in a number of internal and external collaborations.

C.7.3 Center for the Advancement of Teaching and Learning (CATAL)
The Center for the Advancement of Teaching and Learning’s (CATAL) primary mission is to support and promote effective and innovative teaching that enhances learning at the COP. The Center supports this purpose by facilitating faculty dialogue and continued education about learning and teaching methodology and the issues critical to effective teaching and learning, assisting faculty in examining and critically reflecting on their pedagogy, fostering the exchange of teaching techniques among colleagues, promoting the importance of teaching and learning at the College, informing the faculty of literature on teaching and learning, and encouraging the use of technology as a tool for learning in the curriculum. The Let’s Think About It! newsletter is published three times a year by the CATAL. Let's Think About It! provides a forum for the faculty to share reports of teaching innovations, reflections on teaching, scholarship of teaching and learning, and summaries of the literature relevant to our faculty and students. CATAL provides a year-long series of seminars collectively known as The Faculty College for newly appointed faculty members with less than three years of academic experience. For additional information, please see http://organizations.mercer.edu/catal/

C.7.4 Guidelines for the Establishment of Centers
The purpose of this document is to define Centers and describe a process for establishing, approving and reporting on Centers. The term Centers means centers of excellence.

Definition
Within the College of Pharmacy, centers are a group of faculty members who coordinate efforts to provide an exceptional product or service, conduct research, or disseminate information in a specific scholarly area. The collective effort of the center should extend beyond what the individual members could accomplish alone.

Centers:

1. Must include at least three full-time faculty members with expertise related to the goals of the center.
2. Must have a mission statement that is consistent with missions of the College and University.
3. Must have defined and measurable goals. These goals must be consistent with the College’s and University’s goals.
4. Must have written procedures, policies and/or bylaws to support the center’s goals and mission.
5. Must be approved by the department chair and Executive Committee.
6. May, but not required, include external contributors or an advisory board.
7. Members are encouraged to list the name of their center in their publications and presentations.

Process for Establishing a Center
Faculty members who are interested in establishing a center should draft a proposal that includes the information below. Proposals must be approved by the department chair and Executive Committee.
1. Name, Purposes and Functions
   a. List the name of the center.
   b. Describe the mission of the proposed center, which must be consistent with the University’s and College’s missions.
   c. Describe the measurable goals of the center, which must be consistent with the University’s and College’s goals.
   d. Identify the need for the proposed center.
   e. Detail the specific role or functions to be performed.
   f. Explain why existing organizational structures are not deemed appropriate for the intended purpose.

2. Organizational Structure and Operating Procedures
   a. Explain the proposed center's placement within the university's existing organizational and administrative structure.
   b. Describe the proposed center's internal administrative structure.
   c. Identify and analyze any potential risks of legal liability regarding the scope of services to be provided.

3. Evaluation
   a. Describe the evaluation process for the proposed center. The evaluation process should measure the outcomes of the mission and goals.

4. Personnel
   a. Identify key center personnel.

Center Reporting
All centers are required to submit an annual report to the department chair. This report will be included in the College’s annual report. Centers will also need to report to the University’s assessment record, Compliance Assist.

Date Approved: 10/19/2016

D. Faculty Policies
D.1 Faculty Orientation Policy
The Faculty Orientation Policy should serve to guide the department chairperson and others in the orientation of new faculty. The policy should help to standardize the orientation process.

D.1.1 Responsibilities of Human Resources
   1. Discuss faculty benefits and provide a copy of the Employee Benefits Handbook.
   2. Receive signatures for all payroll, insurance forms, etc.
   3. Provide OSHA training if applicable.
D.1.2 Responsibilities of Department Chair

1. Tour the campus and make the appropriate introductions. Provide a list of all faculty, staff, and administrative personnel.
2. Provide a copy of the University Faculty Handbook
3. Acquaint the faculty member with his/her responsibilities for teaching, research or scholarship, and service. Explain how the MBO is used to outline expectations and measure results.
4. Discuss College of Pharmacy Policies:
   a. Office hours are generally 9 a.m. - 4:30 p.m., Monday through Friday.
   b. Vacation/Travel leave/Sick leave
   c. Sabbatical
   d. Discuss College and University organizational structure
   e. Promotion and Tenure. Expectations of the department chair should be discussed. An appointment may be made with the Promotion and Tenure Chairperson.
   f. Responsibilities for attending College and University functions (i.e. Faculty Retreat, Dean's Welcome Reception, Graduation, Faculty Meetings).
   g. Responsibilities for committees (provide a list of all committees).
   h. Procedure for submitting/changing courses
5. If the faculty member is appointed at the Instructor, Clinical Instructor, Assistant Professor, or Clinical Assistant Professor rank, the department chair shall assign a senior faculty member to serve as mentor. The junior faculty member may later select another mentor compatible with their area of expertise and research interest.
6. Outline the procedure for solicitation and establishment of grants. Discuss the policy on faculty participation on externally funded activities and the policy on Conflict of Interest/Commitment.
7. Provide a copy of the Student Handbook. Direct the faculty member to make an appointment with the Executive Associate Dean to discuss the Honor Code, the Student Grievance Process, and any other pertinent student policies.
8. Arrange with Enrollment Services to discuss the process for obtaining class roles and submitting grades.
9. Orient the faculty member to the classrooms and arrange with the College’s multimedia designer to discuss the audiovisual set up. Discuss peer review of teaching and audiotaping.
10. Provide copies of reading materials on active learning, the scholarship of teaching, and the pharmacy professions.
11. Direct the faculty member to make an appointment with the Associate Dean for Administration to discuss the school’s mission, vision, values, and strategic plan.

D.1.3 Responsibilities of Departmental Administrative Assistant

1. Obtain the necessary office supplies, furniture, equipment, etc. for the faculty member. Provide him/her with a copy of the College Catalog.
2. Arrange with the physical plant to obtain keys.
3. Orient the new faculty member to the following:
   a. Telephone. Obtain a telephone code from telecommunications for long distance calls. Provide telecommunications with directory information.
   b. Demonstrate E-mail, Internet and request a password from the computer center.
c. Department copier/copy center.

d. Set up an appointment with the Library Director and have the faculty ID card validated for check out.

e. Discuss secretarial support and priorities.

f. Discuss ordering of supplies, equipment, etc.

g. Arrange for a faculty ID card.

h. Discuss procedures for reserving conference rooms/classrooms.

4. Make an appointment with the Senior Director for Finance and Administration to discuss Requests for Payment, Travel Expense Vouchers, Requisitions, Purchase Orders, Petty Cash, etc.

D.1.4 Additional Orientation for Laboratories

1. OSHA Guidelines: To be discussed with the Chair of Environmental Safety Committee.

2. Animal Guidelines: To be discussed with the Director of the Animal Facility

3. Radioisotopes: To be discussed with the Radiation Safety Officer.

4. Patient Care Research: To be discussed with the Director of the Center for Clinical Research.

Approved 9/94

D. 14.5 New Faculty Orientation in Macon

The New Faculty Orientation is typically held in August of each year on the Mercer University Macon Campus. Topics covered include: personnel benefits, safety and regulatory procedures, and research policies.

D.2 Faculty Development Program

D.2.1 Introduction

Faculty development is defined as "a process designed to foster personal and professional growth for individuals within a respectful, supportive, positive organizational climate having as its ultimate aim better learning for students and continuous, responsible self-renewal for educators and schools" (Dillon-Peterson, B., Staff Development/Organization Development, Association for Supervision and Curriculum Development, Alexandria, VA [1981], p. 3). The President of the University, the Provost, and the Dean of the College are ultimately responsible for the physical and fiscal resources necessary for the implementation and maintenance of the Faculty Development Program. The success of the program is highly dependent on the sustained commitment of the administration to provide the appropriate space and budget. Basic resources needed for a successful faculty development program include:

1. Encouragement and support from administration for developmental activities.

2. Release time away from certain faculty and patient care responsibilities.

3. Funds for travel, research expenses, and equipment.

4. Appropriate space to conduct research.

Programmatic responsibility for the Faculty Development Program is shared between the department chairs and the individual faculty. It is the responsibility of the department chair to provide the guidance and counseling necessary to assist the faculty member in focusing on specific needs and facilitating
activities to address those needs. Ultimate success of a Faculty Development Program rests with the individual faculty member. Each faculty member should address his or her own needs and through discussions with the department chair focus on and address those needs through the Faculty Development Program.

D.2.2 Basic (Overall) Goal:
To provide an academic environment that stimulates innovation in teaching, research/scholarly activity, service, and patient care, and encourages faculty to develop and grow both intellectually and professionally, maximize academic productivity, and provide mechanisms for response to change in academia and the profession.

D.2.3 Specific Goals, Expected Outcomes, and Implementation:

1. Teaching (All Faculty):
   a. Goal: Provide support and encouragement to all faculty so that they may achieve and maintain a good to excellent level of teaching productivity and quality.
   b. Expected Outcome: The level of teaching of the faculty will be good to excellent in terms of organization, content, use of audiovisual materials, student evaluation, and teaching methodology.
   c. Implementation:
      i. Course objectives and outlines (syllabi) with descriptions of course content will be established by faculty for each course. These will be reviewed, updated and approved by the department on an annual basis.
      ii. Written procedures concerning course policies (e.g., examinations, grading and attendance) will be distributed to the students at the beginning of the term.
      iii. The COP will maintain and strive to improve systems for student evaluation of teaching and courses, assist faculty in using these results to improve teaching performance, and reward appropriate faculty for teaching excellence based on results.
      iv. The COP will maintain and strive to improve its system, and guidelines for peer evaluation of teaching will be explored.
      v. The results of all evaluations of teaching performance will be reviewed by the department chair/vice chair on a semester basis. Those faculty members who have been identified as needing assistance will be provided access to appropriate teaching resources and developmental assistance.
      vi. College development funds will be designated to provide conferences and workshops at the COP wherein effective teaching methodologies and technologies are presented to the faculty.
      vii. College development funds will be designated to allow faculty members to attend conferences and workshops related to the improvement of teaching methods and evaluation of teaching effectiveness.
      viii. Faculty members with proven teaching skills will be assigned as mentors to assist faculty members with identified difficulties in teaching to assist in the areas of classroom presentation, teaching techniques, and the use of audiovisual equipment.
      ix. Specific criteria have been developed by the Promotion and Tenure Committee
to provide guidance to the faculty concerning the relationship between teaching and promotion and tenure.

x. The Center for the Advancement for Teaching and Learning will provide an academic-year-long series of seminars collectively known as The Faculty College, the purpose of which is fourfold: (1) to expose faculty to a variety of instructional techniques; (2) to encourage the use of active and cooperative learning in the classroom; (3) to expose faculty to support structures and resources for teaching at Mercer; and (4) to provide an opportunity for conversation about teaching and learning. Participation in The Faculty College is mandatory for all faculty members new to the COP. Faculty members who have been at the College for 3 years or fewer will also be invited to attend.

Approved 8/31/05

2. Innovative Teaching Methods (All Faculty):
   a. Goal: Provide the appropriate environment and opportunity for faculty to develop and implement innovative teaching methodologies in the classroom and experiential setting.
   b. Expected Outcome: Faculty providing teaching at an acceptable level will be encouraged to develop and implement innovative teaching methodologies.
   c. Implementation:
      i. Faculty members will be encouraged and given sufficient time to develop proposals for innovative teaching methods for funding from external sources.
      ii. College development funds will be designated to provide conferences and workshops at the COP wherein new and innovative teaching methodologies and technologies are introduced to the faculty.
      iii. College development funds will be designated to allow faculty to attend conferences and workshops related to innovative teaching methods and evaluation of teaching effectiveness.
      iv. Teaching assignments will be made flexible for faculty to implement innovative teaching methodologies.
      v. The Center for the Advancement of Teaching and Learning will continue to facilitate the sharing of ideas and outcomes of faculty related to innovative teaching methods, including the provision of The Faculty College (explained in number 10 above).
      vi. Faculty developing and implementing innovative teaching methods will be encouraged to share their experiences with colleagues at Mercer as well as through publications and presentations at academic meetings. College funds will be provided for this purpose.
      vii. The College’s Distinguished Educator Award will recognize those faculty who undertake the responsibility of introducing and evaluating innovative teaching methods.

3. Research/Scholarly Activity (New Faculty and Experienced Faculty with Limited Previous Involvement):
   a. Goal: To provide the environment and stimulation of independent research and scholarly activity by faculty who are beginning their academic or research careers.
   b. Expected Outcome: Within three years of initial appointment, the tenure track faculty
member will have made significant progress toward the establishment of a productive research/scholarly activity program. For experienced faculty, significant increases in research/scholarly activity involvement will occur within three years of active participation in the faculty development program in research/scholarly activity.

c. Implementation:
   i. Sufficient space and start-up funds will be made available to each new faculty member at the time of appointment.
   ii. During the first year of appointment, sufficient time will be made available to the new faculty member to establish a research/scholarly activity program by reducing the teaching assignments to less than normal load and expecting minimal internal and external service activities.
   iii. Opportunities (in terms of funds and time) for the presentation of scholarly work at professional meetings will be made available in accordance with the College's travel policies.
   iv. Established faculty with current research/scholarly activity experience will act in an advisory capacity in the reviewing of proposals and manuscripts and in suggesting potential research/scholarly activity areas.
   v. The department chairs will firmly establish research/scholarly activity objectives to be accomplished within a reasonable time period with the new faculty member upon appointment.
   vi. At least on an annual basis, the department chairs, through the MBO process, will evaluate the faculty member's research/scholarly activity progress and provide appropriate feedback.
   vii. Established faculty with a successful research/scholarly activity record (mentors) may be assigned to guide and assist new or other interested faculty in establishing goals for his/her research/scholarly activity program and in learning techniques essential for reaching those goals. Each new and other interested faculty members will be assigned a mentor.
   viii. Formal and informal internal grant review mechanisms at the departmental levels will be followed to enhance the grant writing skills of new faculty.
   ix. The Dean will assist new investigators and those interested in pursuing new endeavors in research/scholarly activity by obtaining funds for the purchase of research instrumentation.
   x. Funds will be made available for new faculty and faculty with limited research/scholarly activity experience to attend workshops and seminars that will enhance their skills and abilities in research methodology, analysis, grantsmanship, etc.
   xi. Specific criteria have been developed by the Promotion and Tenure Committee to provide guidance to the faculty concerning the relationship between research and scholarly activity and promotion and tenure.
   xii. Internal funds will be made available as "seed grants" for faculty for projects that are not fundable from external sources after initial data are collected.

4. Research (Established Faculty):
   a. Goal: Provide an environment for established faculty who are interested in participating in independent research to contribute their expertise to intradisciplinary and
interdisciplinary research endeavors.

b. Implementation:
   i. Department chairs will encourage established researchers to participate in research endeavors and to seek funding from outside sources through the setting of appropriate MBOs.
   ii. The Dean, department chairs, and the Associate Dean for Research will identify opportunities for interdisciplinary research and funding sources for the faculty.
   iii. Department chairs will encourage faculty to prepare proposals to external sources that will lead to the purchase of instrumentation for research and/or support for faculty travel.
   iv. The Dean will assist investigators in obtaining internal funds for the purchase of research instrumentation.
   v. Adequate research space, release time, and/or supportive personnel will be provided for each funded research project.
   vi. Research opportunities with other universities and colleges of pharmacy will be explored by the Dean, department chairs, and faculty.
   vii. College development funds will be designated to allow faculty to attend conferences and workshops related to learning new research methodologies, procedures, etc.
   viii. The College’s Award for Excellence in Research will provide recognition for those faculty members who excel in their research activities.

5. Stimulation of Continuing Faculty Growth (Established Faculty):
   a. Goal: To provide established faculty with the opportunity to engage in novel and different activities to stimulate and/or renew enthusiasm for one's academic position.
   b. Expected Outcome: Faculty will become involved in varied activities that achieve the overall mission of the College and at the same time allow the faculty member the opportunity to grow academically and enhance positive interest in one's career.
   c. Implementation:
      i. Tenured faculty with primary interest in the teaching and/or service mission of the College will be encouraged to undertake new and appropriate teaching or service responsibilities (e.g., increased teaching responsibilities, increased involvement on committees and organization advising, development of innovative teaching methodologies, counseling, consulting, continuing education, recruiting, patient care, etc.). The intent is to identify activities within the mission of the department and College in which the faculty member would find satisfaction.
      ii. For faculty described above, College funds for attending courses, seminars, workshops or sabbaticals will be made available for retraining.
      iii. Established faculty will be encouraged and given financial support as described in the University's sabbatical policy to take a sabbatical leave to enhance their scholarly activity.
      iv. As described in the COP Reimbursement Policy, funds raised through grant or contract activities will be used to provide or supplement funds, which will allow faculty to attend and participate in national and international meetings.
6. Clinical Services (All Faculty):
   a. Goal: Provide support and encouragement to practice faculty to actively participate in the continued improvement and development of patient service activities.
   b. Implementation:
      i. Provide start-up funds for site development including reference materials, computer hardware and software, and other equipment.
      ii. Provide funds for travel to establish new practice sites.
      iii. Provide new faculty with release time for the development of patient services, precepting students, and conducting research at the practice site.

7. Professional Service (All Faculty):
   a. Goal: To support and encourage faculty to participate and contribute to professional organizations and institutional committees.
   b. Expected Outcome: A high level of participation in professional organizations important to the academic and/or practice interests of the faculty will occur.
   c. Implementation:
      i. Provide travel funds and leave for faculty to participate in leadership roles in scientific and professional organizations.
      ii. New faculty will be appointed to a limited number of COP committees to learn about the governance process.
      iii. Established faculty will be encouraged and supported for taking leadership roles in University and COP governance.
      iv. Practice faculty will be expected to actively participate in one or more medical staff committees of their institution or equivalent committees related to their practice interest.
      v. Faculty who serve on state or national committees will make a special effort to nominate qualified colleagues at Mercer for similar positions.
      vi. All faculty will have the opportunity to change their participation on various committees on an annual basis.

Approved 4/91

D.3 Intramural Research Funding Grants
The purpose of the College’s intramural research funding grants is to provide support for the development and execution of projects that have the potential to significantly enhance faculty development and/or attract substantial external grant support. The grant submission process is outlined in Appendix A (Grant Submission Process). Three funding mechanisms exist with distinct eligibility:

*Faculty Development Grant* for faculty at the level of Non-Tenure-Track Assistant Professor. Maximal requested amount of $5,000 with a maximum of 3 grants per year will be funded.

*Seed Grant* for faculty at the level of Tenure-Track Assistant Professor. Maximal requested amount of $5,000 with a maximum of 3 grants per year will be funded.
Bridge Grant for productive researchers at any level, for the purpose of sustaining the research program during a period of a funding gap. Maximal requested amount of $10,000 with a maximum of 1-2 grants per year will be funded based on requested budget.

The Request for Applications for Faculty Development and Seed Grant will be conveyed to faculty by the Associate Dean for Research on March 15 of each year and applications will be due by June 1 for funding in the July 1 – June 30 fiscal year. Bridge Grant applications are rolling and can be funded at any time based on the availability of funds within any fiscal year.

Grant applications will be reviewed by the COP intramural research grant review committee and will be judged based on Significance, Approach, and Potential for Faculty Development/Future Funding. Reviews will be forwarded to the department chair for discussion and faculty development.

Faculty who are awarded a Faculty Development or Seed Grant will be ineligible for second awards. Recipients of seed grants are required to submit progress reports to the Associate Dean for Research at the six and twelve month points.

Approved by the Executive Committee, March 24, 2014

D.4 Mentoring Program for College Faculty
D.4.1 Purpose
The purpose of this section is to provide guidelines to assist in the mentoring process for new COP faculty.

D.4.2 Mission Statement
To provide a structured relationship between a faculty member with experience (mentor) and a new faculty member (mentee) who desires to gain that experience. The Mentoring Program is part of the overall faculty development program. As such it focuses on development in the areas of teaching, research, and service.

D.4.3 Goals
1. To provide an effective program that will assist new faculty with learning their academic responsibilities.
2. To provide an effective program that will assist current faculty with gaining additional expertise in a specific area.
3. To provide the necessary understanding of the academic process for promotion and tenure for those faculty in tenure track positions.
4. To provide the necessary understanding of the academic process for promotion for those faculty in non-tenure track positions.
5. To provide the mentee with regular feedback regarding his/her development.
6. To assist the mentee with career development.
7. To assist the mentee with balancing his/her academic responsibilities.
8. To assist the mentee in becoming an effective teacher.
D.4.4 Desired Outcomes

1. Development and improvement of expertise in the areas of teaching, research, and service.
2. Stimulation of professional growth and development to strengthen candidacy for promotion and tenure.
3. Enhancement of ability to secure funding for grants and contracts to conduct research.
4. Improvement of ability to assume an active role as member or chair of committees of the University, College, and department.
5. Achievement of proper and appropriate balance of academic and practice responsibilities.
6. Ability to effectively serve as a mentor.

D.4.5 Administration
The Dean and department chair should provide the environment and resources for effective mentoring to occur. This includes time allocations that allow for proper faculty development and start up resources for research. Additional time and resources in the form of additional training may also be required. The mentor should receive credit for his/her time in the annual MBO as part of service requirements.

D.4.6 Mentor eligibility
The mentor must have an interest and desire to mentor. Mentors must be willing to make a time commitment to the mentee. Serving as a mentor is voluntary.

Three mentoring groups will be established for teaching, research, and service at the start of each academic year. Faculty will be asked to express their interest in serving on these groups at the same time they are asked about their preferences for serving on standing committees. For their respective faculty, department chairs will approve participation on a mentoring group. To be eligible to serve on a mentoring group, a faculty member must have at least five years of experience as a faculty member. Faculty members serving on the teaching group must have demonstrated an ability to be an effective teacher. Faculty members on the service group must have demonstrated a commitment to service. Faculty members serving on the research group must have demonstrated an ability to do research.

Department chairs and vice chairs should not serve as formal mentors to faculty in their departments. These administrators have overall responsibility for faculty development within their department.

D.4.7 Mentee eligibility
The mentee must be willing to spend the necessary time to develop as a faculty member. This program is mandatory for newly hired faculty members at the rank of assistant professor who have less than 3 years of experience in the academy.

D.4.8 Responsibilities of a Mentor

1. The mentor must be willing to meet with the mentee at regularly scheduled intervals and provide feedback regarding the mentee’s progress.
2. A mentor must be willing to serve for one academic year.
3. A mentor must be willing to develop a written plan of development for the mentee with measurable and obtainable endpoints. This should be done in consultation with the mentee’s
Department Chair and the mentee.

D.4.9 Appointment of Mentors

1. The department chair will determine whether the new faculty member, i.e., mentee, needs a mentor from one, two or all three mentoring groups (designated for teaching, research and service) based on the mentee’s prior experience.
2. The department chair together with the mentee will determine what mentoring sequence is needed. For example, selected mentoring areas might need emphasis simultaneously or the preference may be to work with mentors sequentially.
3. If a mentor-mentee relationship proves to be unsatisfactory, the mentor or mentee may alert the department chair and request appointment of a new mentor.
4. At the conclusion of a year of mentoring, the department chair in collaboration with the mentee may decide to continue the mentoring program for an additional period of time.

D.4.10 Orientation of the Mentee

1. The mentee is oriented according to the Faculty Orientation Policy outlined in the Faculty By-Laws, Operating Guidelines and Procedures.
2. The mentee should provide a copy of the applicable section (teaching, research or service) of his/her MBOs to the mentor. The mentee, in consultation with the mentor, will develop a plan for the mentee (based upon the mentee’s MBOs).
3. A minimum of three scheduled meetings between the mentor and mentee will be part of the written plan. Constructive feedback will be given to the mentee and the department chair.
4. Measurable and obtainable endpoints will be part of the written plan.

D.4.11 The Mentoring Process

Activities of the mentor include, but are not limited to, the following, depending on the area of mentoring (teaching, research or service):

1. The mentor should assist the mentee with preparation of lecture material including handouts, objectives, slides, and test questions.
2. The mentor should orient the mentee to the classroom and if requested attend the mentee’s first lecture. The mentor will also discuss teaching strategies and problem-based learning.
3. If applicable, mentors should invite the mentee to their clinical site to observe student-faculty interactions. Evaluation of student performance will also be discussed.
4. The mentor should assist the mentee with identifying grant sources for research, review ideas for research, review proposals, review the written results of research, discuss and assist with poster/platform presentation of research, and assist with review for publication of research.
5. The mentor should discuss and assist the mentee with understanding his/her service responsibilities to the University, College, Department, and the profession.

D.4.12 Evaluation of the Mentoring Program

1. The department chair should make an annual assessment of the effectiveness of the mentoring program as evidenced by the mentee’s completion of MBOs.
2. A written report evaluating the mentee’s progress in meeting the outcomes of the mentoring
program will be prepared by the mentor in conjunction with the mentee for the respective area (teaching, research or service) a minimum of two times, at the midpoint and end of the time they work together and will be presented to the department chair. An assessment of strengths and areas of improvement should be part of these reports. The form titled Mentee Progress Report should be completed and constitutes this report (see Appendix B: Mentee Progress Report).

3. At the end of the academic year, the mentee will assess the effectiveness of the mentoring program by completing the form titled Evaluation of Mentoring Program. This should be submitted to the Executive Associate Dean. Results will be shared with department chairs (see Appendix B: Mentee Progress Report).

Approved 4/22/98; Revised and Approved 3/27/03; Revised and Approved 8/17/04; Revised and Approved 3/19/08; Revised and Approved 8/18/10

D.5 Faculty Office Hours
Faculty members are generally expected to be on campus or at their practice sites between 9 a.m.-4:30 p.m. The COP does not have a work at home policy. There are rare situations, which require department chair approval, where faculty may work from home to complete a large project or meet a deadline. Additionally, faculty members are expected to have office hours for student consultation. Office hours for student consultation should be included in the course syllabus/syllabi in which the faculty member teaches. Faculty members may choose to set specific hours, have hours “by appointment” and/or by “walk-in.” Office hours for student consultation should not be set up exclusively between 12 p.m. and 1 p.m.

D.6 Faculty Teaching Load Policy
D.6.1. Purpose: This policy establishes the typical teaching load for faculty in the College of Pharmacy.

D.6.2. Review of Policy: The Executive Committee shall review this policy biannually prior to the start of Fall Semester in even numbered years.

D.6.3. Policy: A full-time faculty member in the College of Pharmacy is expected to engage in research or scholarly activity and service. Each faculty member’s teaching load is determined by the chairperson or dean in consultation with the faculty member in consideration of these other responsibilities. Program diversity prevents teaching load guidelines that apply uniformly to both departments. The typical didactic teaching load for the faculty in the department of Pharmaceutical Sciences is 13.3 credit hours over the course of three semesters (fall, spring, summer). This includes approximately 3.4 credit hours in the Doctor of Pharmacy program and 9.9 credit hours in the Doctor of Philosophy program. In addition, the typical Pharmaceutical Sciences faculty member spends six hours per week (fall, spring, summer) to fulfill responsibilities to serve as a major professor to 3.5 graduate students. This time is spent in individual meetings to discuss their research and provide guidance and mentoring toward completion of the student’s Ph.D. dissertation. The typical didactic teaching load for the faculty in the department of Pharmacy Practice is two credit hours over the course of three semesters (fall, spring, summer). In addition, Pharmacy Practice faculty members serve as preceptors in experiential courses called Advanced Pharmacy Practice Experiences (APPEs). The typical pharmacy practice faculty member teaches seven APPEs in the three semester timeframe, precepting two students for each APPE, i.e., a total of 14 students, and spending 2-2.5 days per week at the practice site. During
this same three-semester timeframe, Pharmacy Practice faculty members typically spend 40 contact hours precepting students in Introductory Pharmacy Practice Experiences (IPPEs) and provide 30 hours of facilitation time for small group and/or simulation activities.

Approved by the Executive Committee 8-13-2014

D.7 Faculty Evaluations
At the beginning of each academic year, each faculty member is expected to develop specific goals for the academic year. These goals should be related to stated goals and current objectives of the COP and the University and are considered in determining salary, promotion, and tenure. Each faculty member will discuss and document achievement of goals for the previous academic year, as well as projected goals for the current academic year in an evaluation conference with the department chair. All information pertaining to MBOs should be entered into Activity Insight. Additional information, the Mercer University Activity Insight page and login portal are located on the Mercer University Office of Institutional Effectiveness webpage.

D.8 Peer Review of Teaching
D.8.1 Purpose
The purpose of the peer review of teaching is to assist the individual faculty member in identifying strengths and weaknesses in teaching in an environment that is supportive and constructive. Peer review of teaching along with student evaluations of teaching provides a documented record of performance and contributions in teaching.

D.8.2 Policy
Each full-time teaching faculty member of the COP is peer reviewed for teaching once per year until third year review, and then at least once every three years until the rank of Professor is achieved. Reviews can be conducted more frequently at the request of the department chair or faculty member. Faculty members at the rank of professor are peer-reviewed in the event student evaluations fall below adequate, i.e., the equivalent of 3.0 on a 5-point scale, or at the discretion of the department chair.

D.8.3 Procedures for Peer Review of Teaching
The department chairs will be excluded from membership on the peer review committee of faculty within their departments. However, department chairs may serve on peer review committees of faculty in other departments. The peer review committee for each individual is coordinated by the Executive Associate Dean with input from the department chairs and is comprised of the following two faculty members: 1.) A full-time faculty member with at least 3 years of teaching experience, from the individual's department, and holding an academic rank equal to or higher than the individual. This person will serve as chair of the peer review committee. In the event that a chair cannot be identified from the individual's department, a faculty member from another academic department within the COP will be selected to serve as chair. This reviewer may be a member of the individual's department, or a member of another academic department of COP, or a member of another College/School of Mercer University. For review of department chairs, the Executive Associate Dean will select the peer review committee. The chair of this peer review committee must be a full-time faculty member with at least 3 years of teaching experience, hold an academic rank equal to or higher than the department chair, and be a member of another academic department of the COP. 2.) The second reviewer must have at least
3 years of teaching experience and must be a member of either another academic department of the COP or a member of another College/School of Mercer University.

1. At the beginning of each academic year, each individual who will be peer reviewed will be informed of the peer review committee's membership.

2. At the beginning of each semester, the faculty member will provide the peer review committee with the syllabi for the courses in which he/she is teaching, marking dates on which he/she is teaching.

3. Each member of the peer review committee will personally attend one class of the faculty being reviewed. The reviews should be made within a reasonable period of time (approximately 2 weeks of each other) so that recall will be sufficient when the two reviewers meet jointly to develop suggestions as described below. The Peer Review Chair should coordinate this. (See Appendix C: Peer Evaluation Forms)

4. In the case of Advanced Pharmacy Practice Experience (APPE) teaching, both members of the peer review committee will visit the clinical site for review. The individual faculty member being reviewed will be informed of the date of the review (site visit) at least one week in advance. (See Appendix C: Peer Evaluation Forms)

5. In the case of classroom teaching, each member of the peer review committee will inform the individual faculty member being reviewed of the date of a review one week in advance. Following a review, the faculty member should submit to the reviewer any applicable materials the reviewer may not have received during pre-observation or during the class period including objectives, test questions, and handouts.

6. After the two members of the peer review team have completed their evaluations, the two will meet and share their individual reviews to prepare a joint report summarizing the findings of the two reviews and offering suggestions for development. The Peer Review Chair will coordinate this. Timeliness is important.

7. The completed joint report will be given to the department chair to keep on file. The department chair upon receipt will give a copy of the joint report to the individual.

8. The report will be discussed with the individual during the next regularly scheduled MBO meeting or earlier if necessary. Plans for development will be made accordingly.

9. All doctor of pharmacy required course lectures are automatically video recorded and posted for students to access. To improve the reflection process and self-evaluation, faculty members are encouraged to view their recordings.

10. Faculty members have the option of requesting any lecture be video recorded. This is encouraged for development purposes. Interested faculty can contact the College’s Director of Learning Technology to arrange video recording.

Approved 3/16/95; Revised and Approved 9/28/10; Revised and Approved 2/10/1; 7/1/13

D.9 The Teaching and Learning Development Grant Program
The purpose of the Center for the Advancement of Teaching and Learning (CATAL) is to support and promote effective and innovative teaching that enhances learning at Mercer University COP. To help accomplish this purpose, CATAL administers the Teaching and Learning Development Grant Program (T&LDGP). The aim of the program is to promote the scholarship of teaching by making funds available for specific projects in the area of teaching and learning. Faculty members are encouraged to develop innovative pedagogical projects to enhance the teaching skills of COP faculty members, to promote a
teaching community at the COP and to improve student learning. The project may be empirical (quantitative or qualitative) or theoretical/conceptual in nature. Successful applications will have clear outcomes for teaching and learning within the COP. The proposal must provide a detailed description of how the stated outcomes of the project will be assessed and evaluated.

The T&LDGP provides funding to individual faculty members or faculty teams. Up to $1,500 will be awarded for up to three selected proposals. Projects are supported on a one-time basis and should generally be completed within two years. A project year is defined as July 1 to June 30. All funds must be spent by June 30 at the end of the project year.

D.9.1 Guidelines for Grant Application

1. Eligibility – All faculty (individuals or teams) in the COP are eligible to apply.
2. Application Deadline – CATAL must receive the application by June 1. Awards will be announced by June 21 so that projects may begin on July 1.
3. Proposals – The proposal should consist of the following parts:
   a. Objectives and goals
   b. Significance of the project – Include specific details on the significance of the project in addressing the perceived need and the potential impact on teaching in the COP. Describe how the results of the project will be shared with others and how the results may be transferred to other courses.
   c. Description of the project – Explain how the project will enhance teaching and learning. Outline potential long-term benefits of the project. Describe the relationship between the project and the objectives and goals. Provide a literature review, including relevant theory and past research. Final Institutional Review Board (IRB) approval may be submitted after the deadline but must be received by CATAL before the grant can be awarded.
   d. Plan for evaluation – An explanation of how the success of the project will be assessed must be included. Answer the question of how you will know whether the innovation fostered the intended learning more effectively than an alternate method might do.
   e. Project time line
   f. Required support – List support that will be needed for the project, including faculty and applicable University resources.
   g. Budget page – Include an explanation/justification for the itemized project costs.
   h. Statement of support from the department chair
4. Selection Criteria - Members of CATAL will evaluate each application. Proposals will be evaluated using criteria available from the CATAL office or the Center Web Page. The following also are considered in recommendation for selection:
   a. The project is not a part of the normal or expected duties of the faculty member(s).
   b. The project promotes teaching in the community of scholars in the COP.
   c. The project precisely addresses issues related to teaching and learning in a systematic way with clearly defined outcomes, methods of assessment, and strategies for communicating results to other interested individuals.
   d. The project is innovative.
   e. The anticipated impact on students is positive and substantial.

Projects that simply update text or course material will receive low priority. Stipends for attending faculty development programs are not funded.
5. Reports - Recipients will submit a status summary, including budget expenditures, every six months. A final report of the project will be due upon completion of the project. Additionally, recipients must be willing to present and discuss their project at an appropriate forum determined by CATAL.

D.10 Providing Experiential Training for Students from Other Pharmacy Schools
The decision to provide experiential training to students from other pharmacy schools will be determined as a result of collaboration between the pharmacy practice chair at Mercer and other COP. There are many factors to consider when making a decision to allow Mercer faculty members to precept students from other schools. First and foremost is that it should be an advantage to Mercer. Some confounding factors are: tuition transfer, length of rotations, faculty workload, etc.

Approved by Executive Committee 1/13/99

D.11 Distinguished Educator Award
The COP is committed to excellence in education. Teaching and learning are central to the Mission of the College and learning experiences for our students are highly valued. One way to communicate this commitment to others is through the presentation of the Distinguished Educator Award. The award will consist of a plaque presented to the recipient at the graduation ceremony, permanent membership in the Center for the Advancement of Teaching and Learning, a one-year membership in the national organization representing the educational program in which the recipient is a faculty member, and an all-expenses paid trip to the organization annual meeting.

1. Eligibility – All full-time COP faculty members with at least three years of experience are eligible. Eligible faculty must have demonstrated significant and sustained contributions to teaching and learning.
2. Nominations – Nominations for the Distinguished Educator Award will be requested on an annual basis. Students, student organizations and faculty members will be invited to submit written nominations for the Distinguished Educator Award by the end of the Summer Semester. The nominating statement should be a thoughtful reflection of why the nominee is worthy of the award. The nominee is notified and provided the opportunity to accept or reject the nomination.
3. Guidelines for Preparing Documentation – The Nominee will submit a teaching portfolio by the end of Fall Semester. The portfolio must document the last three years of teaching and include:
   a. A statement of the Nominee's teaching philosophy. A well-defined philosophy of teaching statement should reflect who the person is as a teacher and give some insight on the faculty member’s values and beliefs about teaching and learning. It should describe the person’s goals for teaching and help clarify why one teaches and how one teaches. It provides a public statement for ones actions as a teacher. The statement should guide everything that occurs in classroom and experiential teaching. The entire basis for the portfolio should be described by the teaching philosophy statement.
   b. A summary of the Nominee's major contributions to teaching. This section must include
innovative educational activities such as special projects, model course or program development, novel or innovative teaching methods, or development of new assessment models. This section must make the case for the Nominee's unique teaching qualities.

c. A description of teaching and learning activities inside and outside the College classroom or practice site. This must include items such as publications or other evidence of peer reviewed scholarship related to teaching and learning such as scholarly presentations. Other items may include previous honors or recognition for excellence in teaching; evidence of professional development related to teaching and learning; mentoring of faculty; and teaching activities outside the College.

d. Student and peer evaluations of the Nominee's contribution to teaching and learning. The evaluations must be both qualitative and quantitative in nature. The Nominee also may include statements obtained from alumni.

e. A reflection and self-evaluation by the Nominee on their major contributions to teaching and learning.

4. Selection Method – A committee of students, faculty and alumni will review the documentation submitted. This committee will consist of the presidents of each class, the members of the Center for the Advancement of Teaching and Learning, and a recent alumnus. Recommendations for selection of a recipient will be based on the criteria listed below. The Committee will forward a recommendation, based on majority vote, to the Dean by March 15 of each academic year. At the discretion of the Committee, no nominee may be recommended to the Dean if a suitable candidate is not identified.

5. Criteria for Selection – The following criteria will guide the selection of an Awardee:
   a. The major contributions of the Nominee are well defined.
   b. The teaching competence of the Nominee is clearly outstanding.
   c. The Nominee has a well-defined teaching philosophy and approach to education.
   d. There is evidence of contribution to the enhancement of student learning.
   e. There is evidence of sustained contributions to teaching and learning.
   f. There is evidence of dissemination and sharing of contributions to others.

Revised and Approved 4/15/09

D.12 Admission Interviews
All faculty members are required to be a part of the Admission Interview Team. Responsibilities include:

1. Attend training session.
2. The Director of Admissions sends interview sign up instructions early in the fall and spring semesters.
3. Interview at least 12 applicants per year. Interviews should take about 25 minutes.
4. Fill out electronic evaluation form and return to Director of Admissions within 24 business hours after the interview.

D.13 Faculty Participation in Externally Funded Activities
The faculty members of the COP of Mercer University are encouraged to seek extramural funding, which will enhance the academic instructional programs, scholarly activities, and professional practice
programs of the College. There is a faculty research incentive policy on faculty participation in externally funded activities; see the University F&A Cost Policy on the University website.

Revised and Approved 8/3/95; Revised and Approved 4/1/98; Revised and Approved 11/17/99

D.14 Research Financial Conflict of Interest Policy
The University Policy on Research Financial Conflict of Interest implements the Public Health Services (PHS) regulations on Promoting Objectivity in Research, is federally mandated, and was effective August 2012. This policy is applicable to all research activities supported by PHS, National Science Foundation, National Institute of Health, and by other sponsors and programs that specifically request review consistent with the PHS regulations on objectivity in research. The objective of this policy is to provide guidelines that minimize the risk of conflict situations in research.

D.15 Award for Excellence in Research
1. Nominations for the Award for Excellence in Research will be requested on an annual basis.
2. The award will consist of a plaque presented at the graduation ceremony and the following:
   a. A trip to a scientific meeting of a professional organization in the area of awardee’s research, and
   b. One-year membership in a professional organization of choice.
3. In order to obtain a slate of nominees, faculty members will be invited to submit written nominations for the Award for Excellence in Research by February 1. Nominations should only be submitted after consultation with the nominee. All full-time faculty members are eligible for nomination and faculty members are encouraged to nominate themselves. Having won the award before does not preclude future nominations. However, the award may not be given to the same person again for three years. The nominating statement should be at least one page in length and should include a thoughtful analysis of why the nominee is unique as a researcher. The nominee should submit a research portfolio, by March 15, of activities and accomplishments for the last three years. This portfolio must include:
   a. A complete curriculum vitae.
   b. A list of refereed and other research publications for the last three years.
   c. A list of research grants or contracts awarded in the last three years.
   d. Other relevant activities in the last three years which should include but are not limited to:
      i. Honors received and invited lectures given.
      ii. Research presentations and peer review activities.
      iii. Professional organizations – memberships and offices held.

A committee of faculty appointed by the Dean will review the nominating statements and research portfolios. Recommendation of the recipient will be made by a majority vote of the committee by April 15 of each year and submitted to the Dean for final approval. The committee may not recommend a recipient of the award in any given year if none of the candidates is deemed exceptional.

Approved by Faculty 8/16/07; Revised 2/14/11
D.16  Research Proposal Approval
All proposed research projects must be approved using the designated Research Proposal Transmittal Form available at the Mercer.edu web site.

Research Officer 10/21/96

D.17  Interview Procedure for Faculty in the Doctor of Pharmacy Program

D.17.1  Itinerary

1. Day 1 - Dinner with Search Committee: It is recommended that the candidate have dinner with two members of the search committee on day one of the interview. This would allow the candidate and representatives of the committee to become comfortable with each other in a non-threatening, social atmosphere.

2. Day 2 – Interviews: Following breakfast with the chair of the search committee, it is recommended that formal interviews of approximately 30 minutes to one hour be scheduled with at least the following (others may be added if necessary):
   a. Dean
   b. Executive Associate Dean
   c. Assistant Dean for Student Affairs
   d. Associate Dean for Research
   e. Associate Dean for Administration
   f. Department Chairs (separately)
   g. Graduate Students (Department of Pharmaceutical Sciences)
   h. Search Committee
   i. Faculty of Candidate’s Department (collectively)

   Each interviewer should be provided the candidate’s letter of intent, curriculum vita, and teaching philosophy prior to the interview date and time. Faculty will complete an interview form for each candidate (Appendix D: Candidate Feedback for Search Committee).

D.17.2  Seminar Topic
It is recommended that the prospective faculty member provide a seminar on his/her research endeavors.

D.17.3  Seminar Invitees
The committee recommends that the following be invited to the seminar provided by the candidate:

1. All faculty
2. Graduate students
3. Residents
4. Fellows
5. Professional students

With regard to the latter, it is recommended that selected professional student body be invited through announcements and other appropriate media. Students should sign up prior to the seminar so that the appropriate size room can be scheduled. Sign up would also be necessary if lunch is to be served.

Approved by Executive Committee 4/99
D.18 Sabbatical Leave Policy
Faculty members who have held full-time appointments for at least six years are eligible for consideration for a sabbatical leave. Policies and procedures governing sabbatical leaves are found in the University Faculty handbook. Faculty interested in pursuing a sabbatical should complete the Sabbatical Leave Request Form (Appendix E).

Approved 9/03

D.19 Faculty Leave Policy
D.19.1 Vacation Leave
All professional, administrative, and 12-month faculty personnel are entitled to twenty-two vacation days each fiscal year. These days should be used by June 30 of each fiscal year. However, a maximum of eleven days may be carried over. The maximum number of vacation days which may be available to the employee in this category is 33. In no instance will professional, administrative, or 12-month faculty be paid for carry-over vacation days upon separation from the University. In the event of separation during the fiscal year, vacation days will be apportioned, for reimbursement purposes, according to time served during the fiscal year. All vacation/leave must be requested on a Travel Authorization Request Form and approved by the department chair. Vacation leave generally will not be approved while school is officially in session, unless the person requesting leave has no classroom or practice experience obligations on those days. Fractions-of-days-vacation, likewise, will not be approved. Should it be necessary for a faculty member to be away from the College for a portion of the day between the hours of 9 am and 4:30 p.m., he or she should notify his or her Depar tmental Chair of the expected absence. If, while on an official leave of absence for University business, etc., it is necessary for an instructor to cancel classes, those classes must be made up at a future date.

D.19.2 Professional Leave Policy
Each faculty member is allowed unlimited leave of absence for University business, for attending conferences, for making presentations, etc. These leaves of absence are not considered as vacation leave, but a Travel Authorization Request Form must be submitted through the same channels as previously described for vacation leave.

Approved 8/93

D.20 Faculty Sick Leave Policy
The College will follow the sick leave policy of the University as outlined in the University Faculty Handbook, Section 2.17.4. Faculty members must notify their department chair if they must be absent because of illness or injury. If the illness or injury incapacitates the faculty member for more than several days, his or her responsibilities will be assigned to other members of the department. The University may continue full or partial salary (and fringe benefits) for a faculty member for brief periods in the event of the faculty member’s illness or temporary disability (including pregnancy). Leave must be approved by the department chair, and the Dean, in consultation with the Associate Vice President for Human Resources.

D.21 Faculty Reimbursement for Travel Policy
1. The University has specific policies that must be complied with regarding travel and entertainment expenses (see University website).
2. To obtain approval for travel and expenses, faculty members must complete a Travel Authorization Request Form, which is available from the Department Administrative Assistant. The faculty member must resolve any conflicts with teaching or service responsibilities during the leave and prior to submitting the request for leave. The department chair must approve the travel. A copy of the approved and signed request form will be forwarded to the faculty member. Faculty should make every effort to minimize expenses (e.g., on-time registration, early booking of airfare, sharing rooms, etc.). Rental cars will be approved only if necessary to attend a meeting and if equivalent or less than commercial travel (e.g., cab, etc.). The College does not reimburse for alcoholic beverages or personal entertainment out of its operational budget. Detailed receipts must be submitted.

3. Expenses reimbursed by an outside agency must be deducted from the amount billed to the University. Faculty may be required to submit documentation from the outside agency outlining expenses and/or honoraria received. The approved amount should be considered an expense cap.

4. Funds from grants for travel can only be spent on behalf of the faculty member.

5. Non-food related purchases in Georgia, such as supplies, are tax-exempt, and an employee may provide a copy of the Mercer Tax Exempt letter to obtain these items without paying sales tax (see University website). Mercer is not tax exempt for meals consumed in restaurants, so the tax is reimbursable to the employee.

6. The COP will make every effort to fund all reasonable travel expenses for any invited presentations, papers, or posters accepted, if the professional organization or other sponsor does not reimburse expenses. The papers and posters presented are an important component of scholarly activity that represent and provide recognition for the College. With the approval of funding for travel, the College expects that the faculty member will submit his/her presentation or poster for publication within one year. Faculty members are encouraged to seek outside funding for travel expenses.

7. Faculty members serving as official representatives of the college (e.g., AACP) will have reasonable expenses reimbursed. Faculty will be reimbursed for travel expenses to University committee meetings outside Atlanta. Additionally, faculty serving on professional committees will have reasonable expenses paid when possible.

8. Attendance at selected professional meetings that will enhance the faculty member’s teaching and/or research will be considered as Faculty Development and reimbursed as approved by the department chair or Dean.

9. Travel expenses will not be reimbursed for practice faculty traveling between their primary service site and the College except for required or necessary trips resulting in extra daily mileage. These expenses are reimbursable at the end of the semester.

10. Travel and Entertainment expenses should be reported on the Travel Expense Reconciliation (TER) Form which may be found at: http://accounting.mercer.edu/forms/. The form is updated annually to include current mileage reimbursement rates, so employees should download a new form each January.

11. On occasion, an employee may lose a receipt prior to submission of a TER. When this occurs, the employee should complete a Lost or Destroyed Receipt Affidavit Form (see University website).

12. If receipts are not available, meal expense reimbursement will be limited to $25.00.

13. The COP requires that all TER Forms be submitted within 60 days of the expense being incurred. TER Forms submitted beyond the 60 day rule will not be reimbursed. Because all TER submissions are scanned prior to being submitted to accounts payable, it is important that receipts be taped to a letter-size (8 1/2” x 11”) piece of paper for ease of scanning. Each letter-size
sheet of paper may contain as many receipts as is practical to tape to one side. Nothing should be attached to the reverse side. Finally, all TER forms and back up should be paper-clipped, not stapled, together. This also speeds up the scanning process.

Revised and Approved by Executive Committee 5/17/02; Revised 5/17/11; 7/1/13

D.22 Part-time Faculty Policy
Part-time faculty members are used for specific courses and lectures when full-time faculty members are unavailable. They are selected based on their expertise in the subject area. The department chair, in the department of the course coordinator, evaluates the credentials of the faculty member. A recommendation to appoint the faculty member part-time is then presented to the Dean. The department chair and/or course coordinator discuss(es) with the part-time faculty member the requirements for teaching the course/lecture. The teaching effectiveness of the part-time faculty is evaluated in the same manner as full-time faculty. Part-time faculty members do not have service or research requirements. Part-time faculty members who perform a service on a regular basis should be added to the payroll. The department chairs will furnish the part-time faculty with a contract letter that provides salary information and teaching responsibilities.

Approved by Executive Committee 3/94; Revised 6/29/98

D.23 Adjunct Faculty Appointments
The title adjunct faculty is intended for individuals who may contribute to one or more aspects of the COP’s mission but are not considered full-time faculty. Adjunct faculty members are engaged in limited responsibilities in teaching, research, practice, or service. Adjunct faculty members do not receive regular salary from the College, but may receive compensation for specific services or activities performed. Adjunct faculty members are not entitled to voting privileges within the COP or the University nor are they eligible for tenure. The COP adjunct faculty appointments are made to a specific department by the Dean based on the recommendation of the department chair. Such appointments will be made based upon contributions to the profession and/or to the COP. Rank will be determined by the Dean and based on length of service and on the department chair’s recommendation. All appointments are for a 3-year term. Adjunct faculty members may apply for reappointment for additional 3-year term(s) upon written request.

Appointment Rank and Time
- Adjunct Instructor: reserved for residents and post-doctoral fellows.
- Adjunct (Clinical) Assistant Professor: 0 – 6 years
- Adjunct (Clinical) Associate Professor: 7 – 12 years
- Adjunct (Clinical) Professor: >12 years

Approved by Executive Committee 10/10, 9/13

D.24 Conflict of Interest Policy

D.24.1 General Policy on Conflict of Interest
1. Introduction. This policy is based on the University Policy on Conflict of Interest for Government-Sponsored Programs and, like the University policy, is intended to comply with
the National Science Foundation (NSF) Investigator Financial Disclosure Policy [Fed. Reg. 60, no. 132, pp. 35820-35823 (July 11, 1995)] and the final regulations of the Department of Health and Human Services (DHHS) dealing with investigator conflicts of interest. Modifications of this policy may be necessary or advisable once other agencies adopt conflict of interest rules or once further guidance is received from NSF and HHS.

2. General Philosophy. Mercer University and the COP recognize that external consulting, research, and educational or other scholarly activities are a proper and common feature of academic employment, contributing to the professional development of the individual and extending the University’s missions of teaching, research, and service. The University and the COP permit and indeed encourage a limited amount of such activities where they (1) provide the individual employee with experience and knowledge valuable to teaching, research, or scholarship, (2) involve suitable research or scholarship through which the individual may make a worthy contribution to knowledge, or (3) constitute a public service, as long as they do not present unacceptable conflicts of interests or create conflicts of commitment with respect to the individual’s obligations to the University or the COP and performance of University and College duties.

3. Basic Principles
   a. Full-time members of the faculty and professional and administrative staff owe their primary professional responsibility to Mercer University COP and their primary commitment of time and intellectual effort should be to their institutional responsibilities assigned and/or approved by the Dean of the College. Part-time employees are obligated to the College in proportion to the terms of their employment. Outside activities may not interfere with the individual’s institutional responsibilities.
   b. Mercer University COP does not permit full-time employment at another establishment.
   c. No outside activities should result in any conflict of interest with or compromise of commitment to the individual’s responsibilities to Mercer University COP.
   d. Mercer University COP resources (including space, facilities, equipment, and support staff) may not be used for outside activities without prior approval and appropriate payment to Mercer University COP.
   e. Faculty members naturally identify themselves professionally in terms of their institutional affiliation. Care shall be exercised to insure that external professional involvements do not imply University sponsorship or sanction.
   f. Faculty members who believe their consulting, research, educational, or other paid outside activities will result in a conflict of interest or commitment must obtain prior approval from the Dean of the College or his designee. Professional or administrative staff that wish to arrange consulting, research, educational, or other paid outside activities must obtain prior approval from the appropriate supervisor.

4. Annual Disclosure. In order to prevent conflicts of interest and commitment, it is the policy of the COP that each year each faculty member will complete a Conflict of Interest/Commitment Form and will return with their annual contract renewal, which will be made a matter of record.

D.24.2 Specific Policy on Financial Conflicts of Interest (applies only to Federal grants)

1. Definitions
   a. Investigator means the principal investigator, co-principal investigators, and any other person employed full- or part-time by Mercer University COP who is responsible for the design, conduct, or reporting of consulting, research, education, or other professional
activities funded or proposed for funding.

b. Significant financial interest means anything of monetary value, including, but not limited to, salary or other payments for services (e.g., consulting fees or honoraria); equity interests (e.g., stocks, stock options or other ownership interests); and intellectual property rights (e.g., patents, copyrights, and royalties from such rights). The term does not include:

i. Salary, royalties, or other remuneration from the University of any ownership rights held by the University, if the College or University is an applicant for or recipient of funding under the Small Business Innovation Research Program or Small Business Technology Transfer Program;

ii. Income from seminars, lectures, or teaching engagements sponsored by public or nonprofit entities;

iii. Income from service on advisory committees of review panels for public or nonprofit entities;

iv. An equity interest that when aggregated for the investigator and the investigator’s spouse and dependent children, meets both the following tests: does not exceed $10,000 in value as determined through reference to public prices or other reasonable measures of fair market value and does not represent more than a 5% ownership interest in any single entity; or

v. Salary, royalties, or other payments that, when aggregated for the investigator and the investigator’s spouse and dependent children, are not expected to exceed $10,000 during the next twelve month period.

2. Required Financial Disclosures

a. Each investigator must disclose to the Dean all significant financial interests of the investigator (including those of the investigator’s spouse and dependent children) (1) that would reasonably appear to be affected by the consulting, research, educational, or other professional activities funded or proposed for funding by any source within or outside the University or (2) in entities whose financial interests would reasonably appear to be affected by such activities.

b. The financial disclosures required above must be provided prior to the time a proposal for funding is submitted to an agency external to the University. Such financial disclosures must be updated during the period of the award, either on an annual basis or as new reportable significant financial interests are obtained.

3. Determination and Management of Conflicts of Interest

a. The Dean will review the financial disclosures, will determine whether a conflict of interest exists, and will determine what conditions or restrictions, if any, should be imposed by Mercer University COP to manage, reduce or eliminate such conflict of interest. A conflict of interest exists when the Dean reasonably determines that a significant financial interest could directly and significantly affect the design, conduct, or reporting of consulting, research, educational, or other professional activities.

b. Examples of conditions or restrictions that might be imposed to manage, reduce, or eliminate conflicts of interest include, but are not limited to:

i. Public disclosure of significant financial interests;

ii. Monitoring of consulting, research, educational, or other professional activities by independent reviewers;

iii. Modification of the consulting, research, educational, or other proposed plan;

iv. Disqualification from participation in the portion of the sponsored consulting, research, education, or other professional activity that would be affected by the
significant financial interests;
v. Divestiture of significant financial interests; or
vi. Severance of relationships that create conflicts.
c. If the Dean determines that imposing conditions or restrictions would be either ineffective or inequitable and that the potential negative impacts that may arise from a significant financial interest are outweighed by interests of educational or scientific progress, technology transfer, or the public health and welfare, then the Dean may recommend that the consulting, research, education, or other professional activity be allowed to go forward without imposing such conditions or restrictions. Such a recommendation will be forwarded to the Provost for review and approval.
d. If the Dean determines that a conflict of interest cannot be satisfactorily managed, the Dean will promptly notify the University’s General Counsel, who will assure that the funding agency is kept appropriately informed in accordance with the applicable regulations.
e. Any investigator who disagrees with any determination made by the Dean under this policy may appeal to the Provost, whose decision shall be final.

4. Certification of Compliance
a. Each investigator must certify that he or she has read and understands this policy, that all required disclosures have been made, and that the investigator will comply with any conditions or restrictions imposed by Mercer University COP to manage, reduce or eliminate conflicts of interest. Certification of compliance by the investigator shall be by signature on the University routing form for grant applications. Disclosure of significant financial interests shall be by completion of the University form “Investigator Financial Disclosure”, which must accompany all proposals for acquiring financial support for projects.
b. The University is required to certify in proposals for funding made to certain governmental agencies, including NSF and HHS, that the University has implemented a written and enforced conflict of interest policy that is consistent with applicable requirements imposed by the agency; that to the best of its knowledge all financial disclosures required by that conflict of interest policy have been made; and that all identified conflicts of interest will have been satisfactorily managed, reduced, or eliminated prior to the University’s expenditure of any funds awarded by the agency, in accordance with the conflict of interest policy. The University will rely on the investigators’ certifications in making its certifications to the governmental agencies.

5. Enforcement. The failure of any investigator to comply with this policy shall constitute grounds for disciplinary action, consistent with the procedures set forth in the University Faculty Handbook, the Employee Handbook for Non-faculty Employees, or other applicable disciplinary policies and procedures.

6. Records. Records of all financial disclosures and of all actions taken to manage conflicts of interest shall be retained until at least three years beyond the termination or completion of the government-sponsored project to which they relate, or until the resolution of any government action involving those records, whichever is longer.

Approved 8/19/96
D.25  Health Policies
D. 25.1 Vaccination and Health Screening Requirements
All faculty members born January 1, 1957 or later must receive one additional dose of MMR vaccine or have a letter from their physician or health department documenting previous immunization with at least two doses of MMR or measles vaccine. All faculty, residents, or fellows that participate in patient care activities are required to have a current PPD skin test for tuberculosis and an influenza vaccination annually.

D. 25.2 Annual Training Requirements
All faculty, residents, or fellows that have patient contact must complete annual OSHA training for blood-borne pathogens. The Office of the Assistant Vice President for Health and Bio-safety will maintain records on each employee undergoing training.

Revised and Approved 7/1/13

D.26  Policy Prohibiting Sexual Harassment
The rules of the University, as outlined in the University Faculty Handbook section 2.14, will be followed by the COP.

D.27  Policy Prohibiting Other Discriminatory Harassment
The rules of the University, as outlined in the University Faculty Handbook section 2.15, will be followed by the COP.

D.28  Benefits
The Mercer Health Plan is a self-insured PPO (Preferred Provider Organization) Plan that does not restrict participants to specific physicians or hospitals. It is available to all regular full-time employees. For additional information on benefits such as the dental plan, life insurance, disability and retirement plans, please refer to the Mercer University Benefits website.

D.29  Librarian
The COP is served by a library liaison who acts as the main point of contact between the College and the Swilley Library. You may contact the Swilley library liaison with any questions related to research and library resources and services.

D.30  Scholarship and Research
This section states the College’s definitions of scholarship and research, applicable to pre-promotion review and the promotion and tenure process.

Definition of Scholarship: Scholarship is a commitment to critically thinking, questioning, and pursuing creative, innovative, and novel answers in the areas of: teaching, application, integration, and discovery 1.

1. Scholarship of Teaching: The Scholarship of Teaching includes educating and stimulating other scholars, not only transmitting knowledge but also transforming existing paradigms and dogmas, and creating new knowledge on teaching and learning. Examples include learning theory development, development or testing of educational models or theories, teaching methodologies, learning outcomes, innovations in teaching/learning pedagogy.
2. Scholarship of Application: The Scholarship of Application bridges theory and practice and is at the core of clinical activities. This area includes the interaction of research and practice with each informing the other in order to benefit individuals and/or groups (e.g., patients, healthcare institutions, etc.). This includes all aspects of clinical practice where evidence of impact is presented including questioning of certain methods, paradigms, or dogmas in order to improve them. Examples include clinical and case reports, application of clinical skills, academic-service partnerships, analysis of programs/outcomes.

3. Scholarship of Integration: The Scholarship of Integration makes connections across disciplines and associates these connections with current realities to clarify the meaning of results. In this form of scholarship, critical analysis is applied to the other forms of scholarship to interpret data and research in a novel way. This area translates research findings into new practices or products. Examples include policy analysis, licensure, patents, books/book chapters, literature reviews.

4. Scholarship of Discovery: The Scholarship of Discovery encompasses research and scholarly investigations taking the form of traditional primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis.

Definition of Research: Research, is an aspect of the Scholarship of Discovery and is a systematic investigative process that utilizes careful inquiry, experimentation, study, or observation, to collect and analyze data in order to:
1. Discover new knowledge, facts, or information,
2. Foster or promote new interpretations of knowledge, facts, or information,
3. Discover or promote new methods and/or means of applying existing knowledge, facts, or information.

This includes innovative studies that involve laboratory, field, clinic, library, and other sources linked to the collection, gathering, and analysis of knowledge, facts, or information.

A work may be scholarly without being considered as “scholarship”. To be considered as scholarship, the work requires all of the below:
1. A scholarly approach, which entails:
   a. Clear objectives, goals, or aims
   b. Adequate preparation
   c. Appropriate methods
   d. Significant results
   e. Effective presentation
   f. Reflective critique
2. The expectation that the work advances knowledge in the field by being publicly accessible in a format that others can build upon.
3. Peer review to judge the quality and value of the works contribution to the field.

Scholarship and Publications
As noted above, scholarship entails peer-reviewed publication of the work and as such, the publication categories table below serves as guidance to faculty on characteristics of scholarly/research publications versus non-scholarly publications:

### Publication Categories*

<table>
<thead>
<tr>
<th></th>
<th>Scholarly/Research</th>
<th>Popular</th>
<th>Trade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal or aim</strong></td>
<td>To advance knowledge in the given field  Usually original work or reviews of original work</td>
<td>To inform, persuade, or entertain</td>
<td>To inform within a given industry</td>
</tr>
<tr>
<td><strong>Scope</strong></td>
<td>Limited to a specific field (narrow or broad) of study</td>
<td>Broad</td>
<td>Limited to a specific profession or industry</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>Other scholars, practitioners, trainees (students, fellows, etc.)</td>
<td>General public (usually lay audience) or those with interest</td>
<td>Members of a specific industry or organization</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Rigid and formal; often required to follow certain format. For example: title, abstract/aims, materials/methods, results, discussion, references</td>
<td>Variable and unstructured</td>
<td>Variable and unstructured</td>
</tr>
<tr>
<td><strong>Support for Conclusion</strong></td>
<td>Based on the evidence/results/data within the work, and/or previous work</td>
<td>Sources or commentary</td>
<td>Trends, products, techniques within an industry</td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>Peer-reviewed</td>
<td>Edited only</td>
<td>Edited only</td>
</tr>
<tr>
<td><strong>Authors</strong></td>
<td>Scholars with given credentials in the field</td>
<td>Staff, contributors, freelance, journalists</td>
<td>Practitioners, staff or contributors within the industry</td>
</tr>
</tbody>
</table>

*Table footnotes:
Scholarly work is always peer reviewed.
Scholarly work always contains data that has been acquired, collected, or systematically assembled
Scholarly work always contains some structure when disseminated via publication

Drafted and Approved 8/17/2016

### D.31 Pre-Promotion Review

Pre-promotion review is a part of the College Faculty Development Program. The purpose of the pre-promotion review is to obtain an assessment of the faculty member’s progress toward promotion.

The procedures (listed below) for pre-promotion review outline the process by which the faculty member, Department Chair, and Promotion and Tenure Committee submit appropriate documentation.
The Department Chair and Promotion and Tenure Committee, through independent processes, determine if the faculty member is or is not making satisfactory progress towards promotion.

D.31.1 Procedures:
1. A dossier containing the items listed below will be prepared at the completion of their third year of appointment as a tenure-track assistant professor, or at the completion of either their third or fourth year of appointment as a non-tenure track assistant professor in the College.
   a. Curriculum Vitae
   b. Summary of Teaching, Scholarship/Research, and Service activities (see Appendices F-H)
   c. List of courses (name and number) taught and coordinated to date, and names and hours of lectures taught to date. All teaching, including required, elective, didactic, experiential, professional program and graduate program should be included.
   d. Copies of all peer and student evaluations of teaching.
   e. Teaching philosophy and self-reflections on teaching.
   f. Copies of all publications, or those in press or under revision.
   g. Copies of all grants and/or contracts submitted, funded, non-funded, or in review (salaries redacted).
   h. List of service activities for the College, practice site, and/or profession.
   i. Department Chair’s annual evaluations of the faculty member (i.e., MBOs).
2. By mid-September the faculty member will submit the dossier to his/her Department Chair along with a summary letter outlining accomplishments in teaching, scholarship, and service.
3. By the end of October, the Department Chair will submit a letter to the Chair of the Promotion and Tenure Committee. The letter will address the areas of teaching, scholarship and service separately and will indicate if the faculty member’s progress towards promotion in each area is ABOVE SATISFACTORY, SATISFACTORY, UNSATISFACTORY BUT SHOWING SOME PROGRESS, OR UNSATISFACTORY SHOWING NO PROGRESS. The letter will provide justification for the ratings. The Department Chair will also submit the faculty member’s summary letter and dossier to the Promotion and Tenure Committee.
4. The Promotion and Tenure Committee will review the submitted items and assess the faculty member’s progress towards promotion.
5. By mid-January, the Promotion and Tenure Committee will send a letter of its findings to the faculty member and the Department Chair. The letter will address the areas of teaching, scholarship and service separately and will indicate if the faculty member’s progress towards promotion in each area is above satisfactory, satisfactory, unsatisfactory but showing some progress, or unsatisfactory showing no progress. The letter will provide justification. The dossier will also be returned to the faculty member.
6. By mid-January, the Promotion and Tenure Committee will provide copies of the following materials to the Dean: the Promotion and Tenure Committee’s letter of findings, the Department Chair’s letter (to the Chair of the Promotion and Tenure Committee), and faculty member’s summary letter.
7. The Department Chair will meet with the faculty member to discuss the letter from the Promotion and Tenure Committee and to provide advice. The Department Chair and candidate may also meet with the Dean, as appropriate, to discuss the letter.
8. Within 30 days of receipt of the findings, and in the event that the candidate receives a rating of “unsatisfactory” in any area from the pre-promotion review, the candidate has the right to appeal the unsatisfactory findings in a written letter to the Dean.
D.32 Promotion Policy (Tenure Track)

The promotion policy of the College is established to assist the faculty in professional development and promotion. The policy provides definitions, performance, procedures, and general evaluation criteria from which an evaluation can be performed by a group of peers. This document is divided into four sections: 1) Definition of Rank; 2) Performance Levels; 3) Evaluation Criteria; and 4) Procedures for Promotion.

1. Definition of Rank:
   The definition of rank describes the minimum performance levels (Good, Excellent, Distinguished) required for advancement to individual ranks. The definition also includes the length of time required for individual faculty to be in rank before promotion will be considered.
   a. Assistant Professor:
      For promotion or appointment to the rank of Assistant Professor, a faculty member should possess the terminal degree and show promise in his or her discipline. Promotion from Instructor to Assistant Professor requires attainment of a minimum performance level of Good in each of the three categories: teaching, scholarship, and service.
   b. Associate Professor:
      For promotion or appointment to the rank of Associate Professor, a faculty member must meet the criteria for the rank of Assistant Professor and attain minimum performance levels of two Excellent and one Good. Consideration for promotion will also be given to those individuals who achieve performance levels of one Distinguished and two Good. Application for promotion will be considered only after completion of the fifth year as an Assistant Professor. Earlier application may only be considered in exceptional cases. Exceptional cases include, but are not limited to, a very strong letter of recommendation from the Department Chair demonstrating that the applicant has far exceeded MBO expectations each year while in rank, been honored as the recipient of a prestigious national award in the applicant's discipline, and achieved sustained minimum performance levels of two Distinguished and one Excellent after completion of a minimum of four years in rank.
   c. Professor:
      The rank of Professor is among the highest honors that the University can bestow upon a faculty member. Therefore, it should be granted only to faculty members who have distinguished themselves in their respective disciplines. For promotion or appointment to the rank of Professor, the faculty member must meet the criteria for the rank of Associate Professor and must achieve minimum performance levels of one Distinguished, one Excellent, and one Good. Application for promotion may be considered only after completion of the fifth year as an Associate Professor. Earlier application may only be considered in exceptional cases. Exceptional cases include, but are not limited to, a very strong letter of recommendation from the Department Chair demonstrating that the applicant has far exceeded MBO expectations each year while in rank, been honored as the recipient of a prestigious national award in the applicant's discipline, and achieved sustained minimum performance levels of two Distinguished and one Excellent after completion of a minimum of four years in rank.

2. Performance Levels:
   Performance levels are categorized as Adequate, Good, Excellent, and Distinguished and reflect
a faculty member’s accomplishments for individual activities or functions. Three categories (Good, Excellent, and Distinguished) are required for promotion.

a. Adequate:
   ADEQUATE is defined as the minimum expected performance in all assigned activities.
b. Good:
   This rating is characterized by a sustained ABOVE ADEQUATE performance.
c. Excellent:
   This rating is characterized by a sustained performance beyond that which meets the requirements for GOOD and leading to recognition within or beyond the University.
d. Distinguished:
   This rating is characterized by a sustained performance beyond that which meets the requirements for EXCELLENT and leading to recognition beyond the University.

3. Promotion Evaluation Criteria:
The evaluation criteria provide levels of performance indicative of achievement for promotion. The evaluation criteria are general guidelines and apply to full-time faculty in all disciplines. 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. Since quantitative measurement of goals and objectives sometimes defy clear-cut measurement, consideration will be given to goals and objectives outlined in the candidate’s MBOs.

a. Teaching:
   i. Definition:
      Teaching refers to both classroom teaching of professional and graduate students and/or their instruction in non-classroom situations such as laboratory courses and precepting in clinical settings. Teaching also includes pursuing development activities to improve teaching skills, advising and supervising professional and graduate students in research projects, providing continuing education lectures, publications and presentations concerning instructional techniques or curriculum development, and development of teaching materials and new instructional methods. The faculty member must demonstrate satisfactory didactic and/or experiential teaching as indicated by student and peer evaluations.
   ii. Evaluation Criteria (Required documentation, unless not applicable):
      1. All Peer evaluations of teaching
      2. All Student evaluations of teaching
      3. Teaching Philosophy
      4. Self-reflections on teaching
      5. Professional and graduate courses taught by the faculty member for the evaluation period
      6. Team taught courses for which faculty serves as course coordinator
      7. Practice experiences on which faculty precepted students
      8. Graduate students, residents, or fellows supervised by faculty
      9. Research associates, visiting scholars, technicians directed
      10. Students supervised in special projects classes
      11. Continuing education presentations (submit title, date, audience, sponsor
      12. Presentations to community groups
      13. New courses/practice experiences developed
(14) New lecture series developed
(15) New instructional techniques and laboratory methods instituted in a class (documentation of changes must be supplied by faculty along with analysis of effect of change)
(16) Evidence that contributions to teaching are being adopted or are affecting teaching programs at other institutions
(17) Evidence of impact on the professional careers of former students and colleagues and junior faculty
(18) Evidence of activities undertaken to improve teaching skills
(19) Publications or presentations on new courses, instructional techniques, and laboratory methods
(20) Teaching awards and honors received
(21) Invitations from other departments within Mercer University or other institutions to participate in their teaching programs
(22) Invitations to serve as a consultant in educational programs and methods
(23) Grants to support instructional activities (where these can be considered an individual faculty member's accomplishments)
(24) Other

b. Research and Scholarship:
   i. Definition: The primary focus for tenure-track faculty is in the area of research, as defined in section D.30. Competence and accomplishment in research is primarily documented by publications, presentations, and acquisition of grants and/or contracts. The tenure-track faculty member must demonstrate the ability to conduct independent original research (i.e., Scholarship of Discovery) and grantsmanship. Research conducted at another institution prior to receiving the terminal degree is generally not considered promotion-relevant.
   ii. Evaluation Criteria:
      (1) Grants and/or contracts associated with research activities. Copies of all grants and/or contracts submitted, funded, non-funded, or in review must be provided, along with indication of participation as Principal Investigator (PI), Co-investigator (Co-I), or Sub-investigator (Sub-I) (salaries redacted). Principal Investigator (PI) - Individual who is responsible for initiating the writing and procuring of the grant and provides the majority of the effort. Co-Investigator (Co-I) - Individual who may assist the PI in writing and procuring the grant and provides a significant part of the effort. Sub-Investigator (Sub-I) - Individual not involved in the writing or procuring of the grant and provides a portion of the effort.
      (2) Publications of original research articles as a primary or contributing/senior author in peer-reviewed journals
      (3) Presentation of original research at international, national, and regional conferences
      (4) Publications of chapters in textbooks or review articles,
      (5) Educational/informative articles (e.g., monographs, letters, CE publications, newsletters, case reports)
      (6) Memberships on graduate student advisory committees (include status)
      (7) Scholarly reputation of the journals in which publication appear,
including the reputation of publishers, books and monographs
(8) Published evaluation of research (as in book reviews, responses in print)
(9) Evidence that research has stimulated the work of other researchers or
provided new breakthroughs in the field
(10) Citation of research/ scholarship by other publications
(11) Reputation of conferences in which research is presented
(12) Awards received in recognition of outstanding research
(13) Election or appointment to national or international scientific
organization in recognition of outstanding research accomplishments
(14) Service as an editor or reviewer (e.g. scientific publication, grant
evaluation)
(15) Service on scientific review or advisory committees which are
based on research accomplishments
(16) Appointment to serve as a research consultant
(17) In general, fee-for-service activities that do not generate new
knowledge, new information, or new facts are not considered as research
(18) Other

c. Service:
   i. Definition:
   Service includes administrative roles such as Associate Dean(s), Assistant
Dean(s), Chair(s), Vice Chair(s), or Program Director(s) in the College and
University. Membership and leadership on committees both within the
University and outside will also be evaluated. Service also includes the creation,
development, and participation in service activities locally, nationally, and
internationally.
   ii. Evaluation Criteria:
   (1) College and University Service:
      (a) Committee assignments
      (b) Committee chair
      (c) Special service activities
      (d) Administrative service
      (e) College-sponsored continuing education presentations
      (f) Guest lecturer in course(s) outside of individual’s department or
temporary course overload to help individual departments
      (g) Guest lecturer at individual's practice site (e.g. grand rounds, inservices)
      (h) Service as mentor to junior faculty
      (i) Service as advisor to student organizations,
      (j) Professional Development Network activities (e.g., academic and
professional advising)
   (2) Service to the Candidate's Profession or Discipline:
      (a) Offices held in professional societies or associations
      (b) Committee activities in professional societies or associations
      (c) Representation of college at association meetings
      (d) Publication reviewer, editor, etc.
      (e) Board certification
   (3) Professional Service in Settings Outside the College:
      (a) Committee assignments (e.g. pharmacy and therapeutics or human
research committees)
(b) Consulting
(c) Consulting that may provide opportunities for research/extramural funding
(d) Practice experience coordinator at site
(e) Clinical pharmacy service programs
(f) Primary care clinician
(g) Service-oriented publications (e.g., newsletters, special publications, etc.); which can include science- or practice-based publications.
(h) Community or non-University service
(i) Non-college sponsored continuing education programs
(j) Non-college lectures or teaching or individual consultation to lay groups in areas relevant to areas of professional expertise
(k) Volunteer outreach activities/service learning
(l) Education or healthcare planning programs
(4) Scholarly publications concerning service
(5) Publication of research articles in non-peer-reviewed publications or online websites (e.g., blogs)
(6) Evidence that activities have resulted in creation or development of systems for improvement in the practice of pharmacy
(7) Evidence that contributions have had important effects on the policies and programs of the organization
(8) Evidence that new knowledge, methods or policies derived from the service have diffused to the organizations or committees
(9) Honors and awards received in recognition of outstanding service contributions
(10) Invitations from other institutions or organizations including other departments within Mercer to help plan, organize, or review similar activities
(11) Appointments to university, state, and national committees related to the service activities
(12) Grants and contracts received to provide service
(13) Other

Approved: 4/21/94; Revised and Approved: 4/23/97, Revised and Approved 4/18/07; Revised and Approved 8/17/2016

D.33 Promotion Policy (Non-Tenure Track)
This policy refers to those individuals who receive a non-tenure track academic appointment from the College and, therefore, are ineligible for tenure. The promotion policy of the College for non-tenured track appointments is established to assist the faculty in professional development and promotion. The policy provides definitions, performance, procedures, and general evaluation criteria from which an evaluation can be performed by a group of peers.
This document is divided into four sections: 1) Definition of Rank; 2) Performance Levels; 3) Evaluation Criteria; and 4) Procedures for Promotion.
1. Definition of Rank:
The definition of rank describes the minimum performance levels (Good, Excellent, Distinguished) required for advancement to individual ranks. The definition also includes the length of time required for individual faculty to be in rank before promotion will be considered. All non-tenure track practice faculty will use the term "clinical" preceding their rank. All non-tenure track research faculty will use the term "research" preceding their rank. All non-tenure track visiting faculty will use the term "visiting" preceding their rank.

a. Instructor/Clinical Instructor/Visiting Instructor:
The rank of Instructor/Clinical Instructor/Visiting Instructor should be used for faculty who do not possess the terminal degree in their discipline. This rank may also be used for the faculty member who possesses the terminal degree in his or her field but has limited post-graduate experience.

b. Clinical Assistant Professor/Visiting Assistant Professor/Research Assistant Professor:
For promotion or appointment to the rank of Clinical Assistant Professor/Visiting Assistant Professor/Research Assistant Professor, a faculty member should possess the terminal degree and show promise in his or her discipline. Promotion from Instructor/Clinical Instructor/Visiting Instructor to Clinical Assistant Professor/Visiting Assistant Professor/Research Assistant Professor requires attainment of a minimum performance level of Good in each of the three categories: teaching, scholarship and service.

c. Clinical Associate Professor/Visiting Associate Professor/Research Associate Professor:
For promotion or appointment to the rank of Clinical Associate Professor/Visiting Associate Professor/Research Associate Professor, a faculty member must meet the criteria for the rank of Clinical Assistant Professor/Visiting Assistant Professor/Research Assistant Professor and attain minimum performance levels of two Excellent and one Good. Consideration for promotion will also be given to those individuals who achieve performance levels of one Distinguished and two Good. Application for promotion will be considered after completion of the fifth year as Clinical Assistant Professor/Visiting Assistant Professor/Research Assistant Professor. Earlier application may be considered only in exceptional cases. Exceptional cases include, but are not limited to, a very strong letter of recommendation from the department chair demonstrating that the applicant has far exceeded MBO expectations each year while in rank, been honored as the recipient of a prestigious national award in the applicant's discipline, and achieved sustained minimum performance levels of two Distinguished and one Excellent after completion of a minimum of four years in rank.

d. Clinical Professor/Visiting Professor/Research Professor:
The rank of Clinical Professor/Visiting Professor/Research Professor is among the highest honors that the University can bestow upon a non-tenure track faculty member. Therefore, it should be granted only to faculty who have distinguished themselves in their respective disciplines. For promotion or appointment to the rank of Clinical Professor/Visiting Professor/Research Professor, the faculty member must meet the criteria for the rank of Clinical Associate Professor/Visiting Associate Professor/Research Associate Professor and must achieve minimum performance levels of one Distinguished, one Excellent, and one Good. Application for promotion will be considered after completion of the fifth year as Clinical Associate Professor/Visiting Associate Professor/Research Associate Professor. Earlier application may be considered only in exceptional cases. Exceptional cases include, but are not limited to, a very strong letter of recommendation from the department chair demonstrating that the
applicant has far exceeded MBO expectations each year while in rank, been honored as the recipient of a prestigious national award in the applicant's discipline, and achieved sustained minimum performance levels of two Distinguished and one Excellent after completion of a minimum of four years in rank.

2. Performance Levels:
Performance levels are divided into four categories and reflect faculty accomplishments for individual activities or functions. Three categories (Good, Excellent, and Distinguished) are required for promotion.

a. Adequate:
ADEQUATE is defined as the minimum expected performance in all assigned activities.

b. Good:
This rating is characterized by a sustained ABOVE ADEQUATE performance.

c. Excellent:
This rating is characterized by a sustained performance beyond that meeting the requirements for GOOD and leading to recognition within or beyond the University.

d. Distinguished:
This rating is characterized by a sustained performance beyond that meeting the requirements for EXCELLENT and leading to recognition beyond the University.

3. Promotion Evaluation Criteria:
The evaluation criteria provide levels of performance indicative of achievement for promotion. The evaluation criteria are general guidelines and apply to all non-tenure track faculty. 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. Since quantitative measurements of goals and objectives sometimes defy clear-cut measurement, consideration will be given to goals and objectives outlined in the candidate's MBO.

a. Teaching:

i. Definition:
Teaching by non-tenure track faculty refers to instruction of professional students and/or residents both in the non-classroom clinical setting or laboratory and in the classroom setting. Teaching also includes (1) pursuing activities to improve teaching skills, (2) advising and supervising professional students and residents in research projects, (3) providing continuing education lectures, (4) making presentations on instructional techniques or curriculum development, and (5) developing teaching materials and new instructional methods. The practice-based faculty member must demonstrate appropriate practice experience and/or classroom teaching as indicated by student and peer evaluations.

ii. Evaluation Criteria (Required documentation, unless not applicable):
(1) All Peer evaluations of teaching
(2) All Student evaluations of teaching
(3) Teaching Philosophy
(4) Self-reflections on teaching
(5) Professional and graduate courses taught by the faculty member for the evaluation period
(6) Practice experiences for which the faculty precepted students (e.g., APPEs, IPPEs)
(7) Students supervised in special projects and/or courses
(8) Team taught courses for which faculty serves as course coordinator
(9) Practice experiences on which faculty precepted students
(10) Graduate students, residents, or fellows supervised by faculty
(11) Continuing education presentations (submit title, date, audience, sponsor)
(12) Presentations to community groups
(13) New courses/practice experiences developed
(14) New lecture series developed
(15) New instructional techniques and laboratory methods instituted in a class (documentation of changes must be supplied by faculty along with analysis of effect of change)
(16) Evidence that contributions to teaching are being adopted or are affecting teaching programs at other institutions
(17) Evidence of impact on the professional careers of former students and colleagues and junior faculty
(18) Evidence of activities undertaken to improve teaching skills
(19) Publications or presentations on new courses, instructional techniques, and laboratory methods
(20) Teaching awards and honors received
(21) Invitations from other departments within Mercer University or other institutions to participate in their teaching programs
(22) Invitations to serve as a consultant in educational programs and methods
(23) Grants to support instructional activities (where these can be considered an individual faculty member's accomplishments)
(24) Other

b. Scholarship and Research:
   i. Definition:
      Competence and accomplishment in scholarship and/or research, as defined in section D.30, are primarily documented by publications, presentations, and acquisition of grants and/or contracts. The faculty member must demonstrate the ability to conduct independent and original scholarship/research, and grantsmanship. Scholarship/research conducted at another institution prior to receiving the terminal degree is generally not considered promotion-relevant.
   ii. Evaluation Criteria (Required documentation, unless not applicable):
      1. Grants and/or contracts associated with scholarship/research activities. Copies of all grants and/or contracts submitted, funded, non-funded, or in review must be provided indicating participation as Principal Investigator (PI), Co-investigator (Co-I), or Sub-investigator (Sub-I) (salaries redacted). Principal Investigator (PI) - Individual who is responsible for initiating the writing and procuring of the grant and provides the majority of the effort. Co-Investigator (Co-I) - Individual who may assist the PI in writing and procuring the grant and provides a significant part of the effort. Sub-Investigator (Sub-I) - Individual not involved in the writing or procuring of the grant and provides a portion of the effort.
      2. Publications of scholarship/research as a primary or contributing/senior author in peer-reviewed journals
3. Presentation of scholarship/research at international, national, and regional conferences
4. Publications of chapters in textbooks or review articles,
5. Educational/informative articles (e.g., monographs, letters, CE publications, newsletters)
6. Memberships on graduate student advisory committees (include status)
7. Scholarly reputation of the journals in which publication appear, including the reputation of publishers, books and monographs
8. Published evaluation of scholarship (as in book reviews, responses in print)
9. Evidence that scholarship has stimulated the work of others
10. Citation of scholarship by other publications
11. Reputation of conferences in which research is presented
12. Awards received in recognition of outstanding scholarship
13. Election or appointment to national or international scientific organization in recognition of outstanding scholarly accomplishments
14. Service as an editor or reviewer (e.g. scientific publication, grant evaluation)
15. Service on scientific review or advisory committees which are based on scholarly accomplishments
16. Appointment to serve as a consultant
17. Other

c. Service:
   i. Definition:
      Non-tenure track faculty are typically individuals who engage in the practice and management of exemplary and progressive healthcare services that serve as models of pharmacy practice. Service by these individuals includes participation in and contribution to three distinct areas: the healthcare organization, the College/University, and the profession. Evaluation criteria are listed below.

   ii. Evaluation Criteria:
      (1) College/University:
         (a) Participation in Departmental, College, and University committees
         (b) Service as Committee Chair
         (c) Service as mentor for faculty
         (d) Leadership and activities related to administrative appointments
         (e) Maintenance of contractual agreement at practice site
         (f) Invited lectures/seminars to professional and/or public groups
         (g) Service as advisor to student organizations,
         (h) Professional Development Network activities (e.g., academic and professional advising)
         (i) Other

      (2) Healthcare Organization:
         (a) Documentation of pharmaceutical or healthcare activities
         (b) Evaluation of professional competence
         (c) Evidence of local/national recognition for clinical expertise
         (d) Participation in practice-site committees (e.g. Pharmacy and Therapeutics Committee and Quality Assurance Committee)
(e) Practice/service-related honors and awards
(f) In-services/presentations provided to healthcare workers (e.g. pharmacists, physicians, nurses) at practice site
(g) Recognition of clinical expertise through invitations from other institutions or organizations to plan, organize or review similar activities
(h) Grants/contracts received to provide service to the healthcare organization
(i) Appointments to committees that are related to service activities
(j) Board certification as a practice specialist
(k) Administrative appointments at practice site
(l) Development of new clinical services
(m) Other
(3) Profession:
(a) Presentation of continuing education programs
(b) Involvement in professional organizations (e.g., officer or committee service)
(c) Represent the College or practice site at association meetings
(d) Participate in community organizations as a health sciences representative
(e) Volunteer outreach activities/service learning
(f) Other

Approved 4/20/95; Revised and Approved 4/23/97; Revised and Approved 4/21/99; Revised and Approved 6/13/06; Revised and Approved 4/18/07; Revised and Approved 8/17/2016

D.34 Promotion Policy (Administrative Track)

This policy refers to those individuals who are either tenure-track, tenured, or non-tenure track faculty and have substantial (i.e., equal to or greater than 50%) administrative responsibilities. If on tenure track, in most instances, a faculty member will not have been assigned a major administrative role until they achieve tenure. While the majority of the faculty member’s effort will be in administration, it is expected that they participate in teaching, scholarship/research, and service. This document is divided into four sections: 1) Definition of Rank; 2) Performance Levels; 3) Evaluation Criteria; and 4) Procedures for Promotion.

1. Definition of Rank:
   The definition of rank describes the minimum performance levels (Good, Excellent, Distinguished) required for advancement to individual ranks. The definition also includes the length of time required for individual faculty to be in rank before promotion will be considered. All non-tenure track practice faculty will use the term "clinical" preceding their rank. All non-tenure track research faculty will use the term "research" preceding their rank. All non-tenure track visiting faculty will use the term "visiting" preceding their rank.
   a. Clinical Assistant Professor or Assistant Professor:
      For promotion or appointment to the rank of Clinical Assistant Professor/Assistant Professor, a faculty member should possess the terminal degree and show promise in his or her discipline. Promotion of Administrative-Track faculty from Clinical Instructor/Instructor to Clinical Assistant Professor/Assistant Professor requires equal to
or greater than 50% administrative effort and attainment of a minimum performance level of Excellent in service, and Good in each of teaching, and scholarship/research.

b. Clinical Associate Professor or Associate Professor:
For promotion or appointment of Administrative-Track faculty to the rank of Clinical Associate Professor/Associate Professor, a faculty member with equal to or greater than 50% administrative effort must meet the criteria for the rank of Clinical Assistant Professor/Assistant Professor and attain minimum performance levels of two Excellent, one of which must be in service, and one Good. Consideration for promotion will also be given to those individuals who achieve performance levels of Distinguished in service and two Good. Application for promotion will be considered after completion of the fifth year as Clinical Assistant Professor/Assistant Professor. Earlier application may be considered only in exceptional cases. Exceptional cases include, but are not limited to, a very strong letter of recommendation from the Department Chair demonstrating that the applicant has far exceeded MBO expectations each year while in rank, been honored as the recipient of a prestigious national award in the applicant's discipline, and achieved sustained minimum performance levels of two Distinguished, one of which is in service, and one Excellent after completion of a minimum of four years in rank.

c. Clinical Professor or Professor:
The rank of Clinical Professor/Professor is among the highest honors that the University can bestow upon a faculty member; therefore, it should be granted only to faculty who have distinguished themselves in their respective disciplines. For promotion or appointment to the rank of Clinical Professor/Professor, the faculty member with equal to or greater than 50% administrative effort must meet the criteria for the rank of Clinical Associate Professor/Associate Professor and must achieve minimum performance levels of Distinguished in service, one Excellent, and one Good. Application for promotion will be considered after completion of the fifth year as Clinical Associate Professor/Associate Professor. Earlier application may be considered only in exceptional cases. Exceptional cases include, but are not limited to, a very strong letter of recommendation from the Department Chair demonstrating that the applicant has far exceeded MBO expectations each year while in rank, been honored as the recipient of a prestigious national award in the applicant's discipline, and achieved sustained minimum performance levels of two Distinguished, one of which is in service, and one Excellent after completion of a minimum of four years in rank.

2. Performance Levels:
Performance levels are divided into four categories and reflect faculty accomplishments for individual activities or functions. Three categories (Good, Excellent, and Distinguished) are required for promotion.

a. Adequate:
Adequate is defined as the minimum expected performance in all assigned activities.

b. Good:
This rating is characterized by a sustained ABOVE ADEQUATE performance.

c. Excellent:
This rating is characterized by a sustained performance beyond that meeting the requirements for GOOD and leading to recognition within or beyond the University.

d. Distinguished:
This rating is characterized by a sustained performance beyond that meeting the requirements for EXCELLENT and leading to recognition beyond the University.
3. Promotion Evaluation Criteria:
The evaluation criteria provide levels of performance indicative of achievement for promotion. The evaluation criteria are general guidelines and apply to all administrative-track faculty. 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. Since quantitative measurements of goals and objectives sometimes defy clear-cut measurement, consideration will be given to goals and objectives outlined in the candidate's MBO.

a. Teaching:
   i. Definition:
      Teaching by administrative-track faculty refers to instruction of professional or graduate students and/or residents both in the classroom, and non-classroom setting (e.g., clinical, laboratory). Teaching also includes (1) pursuing activities to improve teaching skills, (2) advising and supervising professional students and residents in research projects, (3) providing continuing education lectures, (4) making presentations on instructional techniques or curriculum development, and (5) developing teaching materials and new instructional methods. The faculty member must demonstrate appropriate experience and/or classroom teaching as indicated by student and peer evaluations.

   ii. Evaluation Criteria (Required documentation, unless not applicable):
      1. All Peer evaluations of teaching
      2. All Student evaluations of teaching
      3. Teaching Philosophy
      4. Self-reflections on teaching
      5. Professional and graduate courses taught by the faculty member for the evaluation period
      6. Practice experiences for which the faculty precepted students (e.g., APPEs, IPPEs)
      7. Students supervised in special projects courses
      8. Team taught courses for which faculty serves as course coordinator
      9. Practice experiences on which faculty precepted students
     10. Graduate students, residents, or fellows supervised by faculty
     11. Continuing education presentations (submit title, date, audience, sponsor
     12. Presentations to community groups
     13. New courses/practice experiences developed
     14. New lecture series developed
     15. New instructional techniques and laboratory methods instituted in a class (documentation of changes must be supplied by faculty along with analysis of effect of change)
     16. Evidence that contributions to teaching are being adopted or are affecting teaching programs at other institutions
     17. Evidence of impact on the professional careers of former students and colleagues and junior faculty
     18. Evidence of activities undertaken to improve teaching skills
     19. Publications or presentations on new courses, instructional techniques, and laboratory methods
     20. Teaching awards and honors received
21. Invitations from other departments within Mercer University or other institutions to participate in their teaching programs
22. Invitations to serve as a consultant in educational programs and methods
23. Grants to support instructional activities (where these can be considered an individual faculty member's accomplishments)

24. Other

b. Scholarship and Research:
   i. Definition:
      Competence and accomplishment in scholarship and research, as defined in section D.30, are primarily documented by publications, presentations, and acquisition of grants and/or contracts. The administrative-track faculty member must demonstrate scholarly ability. Scholarship/research conducted at another institution prior to receiving the terminal degree is generally not considered promotion-relevant.

   ii. Evaluation Criteria (Required documentation, unless not applicable):
      1. Grants and/or contracts associated with research activities. Copies of all grants and/or contracts submitted, funded, non-funded, or in review must be provided indicating participation as Principal Investigator (PI), Co-investigator (Co-I), or Sub-investigator (Sub-I) (salaries redacted). Principal Investigator (PI) - Individual who is responsible for initiating the writing and procuring of the grant and provides the majority of the effort. Co-Investigator (Co-I) - Individual who may assist the PI in writing and procuring the grant and provides a significant part of the effort. Sub-Investigator (Sub-I) - Individual not involved in the writing or procuring of the grant and provides a portion of the effort.
      2. Publications of scholarship as a primary, senior, or contributing author in peer-reviewed journals
      3. Presentation of scholarship at international, national, and regional conferences
      4. Publications of chapters in textbooks or review articles,
      5. Educational/informative articles (e.g., monographs, letters, CE publications, newsletters)
      6. Memberships on graduate student advisory committees (include status)
      7. Scholarly reputation of the journals in which publication appear, including the reputation of publishers, books and monographs
      8. Published evaluation of scholarship (as in book reviews, responses in print)
      9. Evidence that scholarship has stimulated the work of others
      10. Citation of scholarship by other publications
      11. Reputation of conferences in which research is presented
      12. Awards received in recognition of outstanding scholarship
      13. Election or appointment to national or international scientific organization in recognition of outstanding scholarly accomplishments
      14. Service as an editor or reviewer (e.g. scientific publication, grant evaluation)
      15. Service on scientific review or advisory committees which are based on scholarly accomplishments
      16. Appointment to serve as a consultant
17. Other

c. Service:
   i. Definition:
      Administrative-track faculty are individuals who by definition have higher administrative responsibilities to the College or University, and as such, should have the highest level of impact in this area for promotion.
   
   ii. Evaluation Criteria (Required documentation, unless not applicable):
      1. College/University:
         (a) Leadership and activities related to administrative appointment(s)
         (b) Leadership and participation in Departmental, College, and University committees
         (c) Collect, analyze, and provide data for use in programmatic assessments and quality improvement
         (d) Service as mentor for faculty
         (e) Maintenance of contractual/affiliation agreements
         (f) Service as Chair/Director of subunit(s)
         (g) Management of strategic planning (e.g., College or subunits)
         (h) Management of subunit budgets
         (i) Recruitment and management of subunit personnel
         (j) Invited lectures/seminars to professional and/or public groups
         (k) Professional Development Network activities *e.g., academic and professional advising)
         (l) Other
      2. Profession:
         (a) Presentation of continuing education programs
         (b) Involvement in professional organizations (e.g., officer or committee service)
         (c) Represent the College or practice site at association meetings
         (d) Participate in community organizations as a health sciences representative
         (e) Volunteer outreach activities/service learning
         (f) Other
      3. Healthcare/Scientific Organization:
         (a) Documentation of pharmaceutical or healthcare activities
         (b) Evaluation of professional competence
         (c) Evidence of local/national recognition for clinical expertise
         (d) Participation in practice-site committees (e.g. Pharmacy and Therapeutics Committee and Quality Assurance Committee)
         (e) Practice/service-related honors and awards
         (f) In-services/presentations provided to healthcare workers (e.g. pharmacists, physicians, nurses) at practice site
         (g) Recognition of expertise through invitations from other institutions or organizations to plan, organize or review similar activities
         (h) Grants/contracts received to provide service to the organization
(i) Appointments to committees that are related to service activities
(j) Certification as a specialist
(k) Administrative appointments at practice site
(l) Development of new clinical services
(m) Other

Drafted and Approved 8/17/2016

**D.35 Procedures for Promotion**

The procedures for promotion outline, in order, the process by which the faculty member, Department Chair, and Promotion and Tenure Committee submit the appropriate documentation including the summary tables and checklist found in Appendices F-H. The Department Chair, the Promotion and Tenure Committee, the Dean, the Provost, and the President through independent processes will make a recommendation for promotion for each candidate.

1. The Department Chair shall annually discuss progress toward promotion with all department faculty members eligible for promotion.

2. The candidate shall prepare a dossier and submit it to the Chair of his/her department no later than 30 days prior to submission to the Promotion and Tenure Committee (e.g., September 15). The complete dossier, which can only be submitted once, must include:
   a. Curriculum vitae
   b. Teaching, Scholarship/Research, and Service summary tables (Appendices F-H)
   c. Copies of all publications, or those in press, or under revision.
   d. Copies of all grants/contracts submitted, funded, not-funded, or in review (salaries redacted).
   e. Teaching philosophy and self-reflections on teaching
   f. Results of all student and peer evaluations of teaching.
   g. All MBOs
   h. Other documentation supporting performance levels achieved in teaching, research, or scholarly activity, and service per the evaluation criteria
   i. A letter describing the performance levels (i.e., Distinguished, Excellent, Good), which the candidate feels have been achieved in the three areas of teaching, research or scholarship, and service. In a summary, the candidate should justify these achievements using the evaluation criteria. The letter should also summarize the degree to which the MBOs were met.
   j. A list of five names and contact information of potential external reviewers. External reviewers must be individuals recognized as experts in their area and working in a similar setting as the candidate. At least three of the individuals must be academicians, with academician defines as an individual holding an academic appointment at a college of pharmacy or health sciences, who have not been direct supervisors of the candidate in the past. External reviewers who are academicians must hold the same academic rank or higher to which the candidate is applying. The candidate should contact reviewers in advance to determine their willingness to serve.
   k. Completed promotion and tenure checklist (Appendix F: Promotion and Tenure Checklist and Forms)
   l. Once submitted, no revisions, addendums, or alternations to the dossier can be made or requested.

3. The Department Chair will review the dossier and prepare a written letter of recommendation with detailed justification to the Promotion and Tenure Committee regarding the promotion. In the letter of support written to the Promotion and Tenure committee, the Department Chair
should address the degree to which the faculty member’s MBOs were met. The Department Chair shall also provide a copy of this letter to the candidate.

4. The Department Chair shall forward this recommendation and the dossier to the Promotion and Tenure Committee, including the Promotion and Tenure checklist.

5. The Promotion and Tenure Committee, upon receipt of the dossier and letter of recommendation from the Department Chair, will provide the Dean a list of faculty members requesting promotion. The Promotion and Tenure Committee shall request letters of recommendation from three external reviewers, and may request an additional external reviewer not from the list submitted by the candidate. A letter from the Promotion and Tenure Committee chair to the external reviewers will state that the reviewer’s written comments will be held in confidence to the extent permitted by law, and will only be reviewed by the members of the Promotion and Tenure Committee and the Dean of the College. To the extent permitted by law, all received external letters of review will be kept confidential. To assist the external reviewer in evaluation of the candidate, the Promotion and Tenure Committee will forward the reviewer the following information:
   a. A copy of the Promotion and Tenure Policy.
   b. The candidate’s letter describing the performance levels in the areas of teaching, research or scholarship, and service, and addressing the MBOs.
   c. The candidate’s curriculum vitae.
   d. The candidate’s peer and student evaluations of teaching (all years). The candidate’s teaching philosophy and self-reflections on teaching.
   e. The candidate’s publications.

6. Each member of the Promotion and Tenure Committee should review each candidate’s dossier. The Committee, after due deliberations, shall make a written recommendation with detailed justification for the reasons thereof to the Dean regarding promotion of the candidate. The Promotion and Tenure Committee shall forward to the Dean, along with their recommendation, the recommendation of the Department Chair, the recommendations from external reviewers, the candidate’s dossier, and completed checklist. The Committee shall provide copies of its recommendation to the candidate and the Department Chair.

7. After due deliberation, the Dean shall make a decision regarding promotion of the candidate. The Dean shall inform the candidate in writing of his/her recommendation and the reasons thereof and send copies of this recommendation to the Department Chair.

8. All information concerning the candidate, along with the decision of the Dean, shall be submitted by the Dean to the Provost for consideration for promotion.

9. In the event a decision to deny promotion is made by the Dean, the candidate has the right to appeal this decision to the Provost followed by the President, within 30 days of receiving the Dean’s decision.

10. The candidate may withdraw his/her name from consideration for promotion at any point in the process by notifying the appropriate individual(s) in writing.

Approved 4/21/94; Revised and Approved 4/23/97; Revised format 6/16/98; Revised and Approved 4/18/07, Revised and Approved 8/17/2016

**D.36 General Quantitative Guidelines for Promotion**

Preamble: It is imperative that the candidate for Promotion understands that to encourage scholarly creativity and defend academic freedom, there are no purely quantitative measures to assess any faculty member’s academic productivity and record of accomplishment towards promotion. Instead, promotion evaluations are primary driven by qualitative, rather than quantitative, criteria. Qualitative factors
include, but are not limited to, the candidate’s performance and justification letter, the Department Chair’s evaluation, teaching effectiveness, quality of scholarly or service activities, and overall commitment to professional responsibilities, among other factors. It is the responsibility of the candidate to emphasize the qualitative accomplishments and achievements for consideration by the Promotion and Tenure Committee. Likewise, it is also incumbent on the Promotion and Tenure Committee and external reviewers to weigh the merits of these accomplishments. It is for this reason that the candidate uses subjective modifiers (e.g., Good, Excellent, Distinguished) corresponding to the level of quality in teaching, scholarship/research, and service. Importantly, the qualitative nature of promotion evaluations is based on sustained levels of academic accomplishments. Quantitative guidelines may fail to capture the sustained aspect of the faculty member’s achievements. Quantitative factors can also be used to support a candidate’s dossier, and while these factors are valuable, they cannot substitute for qualitative judgement. The below table is provided as guidance to faculty in regard to general quantitative factors that may be assessed and considered as minimum performance levels. The quantitative items in the table below are for guidance purposes only. They should not be used or interpreted as definitive or exhaustive toward promotion decisions.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Tenure Track Assistant to Associate Professor</th>
<th>Tenure Track Associate to Full Professor (Cumulative*)</th>
<th>Non Tenure Track Assistant to Associate Professor</th>
<th>Non Tenure Track Associate to Professor (Cumulative*)</th>
<th>Admin Track Assistant to Associate Professor</th>
<th>Admin-Track Associate to Full Professor (Cumulative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of scholarly publications</td>
<td>8 – 10</td>
<td>20 – 25</td>
<td>5 – 8</td>
<td>15 – 20</td>
<td>2 – 4</td>
<td>8 – 12</td>
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<td>Number of research publications</td>
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<td>1 – 2</td>
<td>3 – 4</td>
<td>0 - 1</td>
<td>2 – 3</td>
</tr>
<tr>
<td>(as first, corresponding, or senior author)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of grants/contracts</td>
<td>1 – 4</td>
<td>2 – 8</td>
<td>1 – 2</td>
<td>2 – 4</td>
<td>1 – 2</td>
<td>2 – 3</td>
</tr>
<tr>
<td>Research grants/contracts as PI</td>
<td>1 – 2</td>
<td>2 – 4</td>
<td>1 – 2</td>
<td>2 – 3</td>
<td>0 – 1</td>
<td>0 – 1</td>
</tr>
<tr>
<td>Dollar amount (total cost) for grants/contracts</td>
<td>$40,000 – $60,000 (PI)</td>
<td>$125,000 – $200,000 (PI)</td>
<td>$5,000 – $7,500 (PI)</td>
<td>$40,000 – $50,000 (PI or Co-PI, or Co-I)</td>
<td>$5,000 – $7,500</td>
<td>$7,500 – $10,000</td>
</tr>
<tr>
<td>Student Evaluations of Teaching</td>
<td>3.0 – 4.0</td>
<td>3.0 – 4.0</td>
<td>3.0 – 4.0</td>
<td>3.0 – 4.0</td>
<td>3.0 – 4.0</td>
<td>3.0 – 4.0</td>
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<tr>
<td>(mean 1 to 5 Likert scale)</td>
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<td></td>
</tr>
<tr>
<td>Peer Evaluations of Teaching</td>
<td>3.0 – 4.0</td>
<td>3.0 – 4.0</td>
<td>3.0 – 4.0</td>
<td>3.0 – 4.0</td>
<td>3.0 – 4.0</td>
<td>3.0 – 4.0</td>
</tr>
<tr>
<td>(mean 1 to 5 Likert scale)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>College and/or Department Committees</td>
<td>4 – 6 (minimum of 1 as Chair)</td>
<td>7 – 10 (minimum of 2 as Chair)</td>
<td>4 – 6 (minimum of 1 as Chair)</td>
<td>7 – 10 (minimum of 2 as Chair)</td>
<td>6 – 8 (Chair 2 – 4)</td>
<td>10 – 12 Chair 5 – 8</td>
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<td>University Committees</td>
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<td>0 – 1</td>
<td>2 – 4</td>
<td>0 – 1</td>
<td>2 – 4</td>
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<tr>
<td>State and/or National Committees</td>
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<td>0 – 1</td>
<td>1 – 3</td>
<td>1 – 3</td>
<td>4 – 6</td>
</tr>
</tbody>
</table>
D.36.1 Interpretation of Quantitative Guidelines

1. For teaching evaluations, other means of evaluation such as teaching innovations (an expectation of all members of the faculty) will be considered in addition to student and peer evaluations. For student evaluations, averages should be taken separately for experiential education and classroom teaching.

2. For newly hired faculty with publications and no credit for prior service, it is expected that at least 50% of the papers in this category (publications as first, corresponding, or senior author) will be for work done as a faculty member at Mercer University. Faculty with credit for prior service need to show sustained performance— in teaching, scholarship/research and service. Sustained publication and grantsmanship are also expected, depending on time available. These items tend to have a greater lag time.

3. Internally funded competitive research grants will be considered for promotion to associate professor levels and a minimum of one external grant is expected for tenure-track positions. Grants awarded to students being advised/guided by the faculty member can also be considered for this promotion. The majority of grants are expected to be external and awarded to faculty member as PI for promotion to full professor.

Approved by General Council 4/09; Revised and Approved 8/17/2016

D.37 Tenure Policy

A tenured appointment is granted to a faculty member who has demonstrated the professional and personal qualifications required for acceptance as a permanent faculty member. It is the most significant reward provided by the University; therefore, it should be granted separately and independently of other reward systems such as promotion and salary. A recommendation for tenure shall be made on the basis of demonstrated and documented sustained academic achievement, collegiality, as demonstrated by responsible participation in group deliberative processes, and professional responsibility and service to the College and community. Evaluation of academic achievements shall include the quality of publications, acquisitions of grants/contracts, quality and innovation in teaching, and excellence in the faculty member's field of specialization as demonstrated by recognition of his or her achievements and recommendations by peers, not only within the College, but also where practicable and feasible at other major universities. Each recommendation for tenure should emphasize the contributions that the candidate has made to the needs of the Department and/or College.

Approved 4/23/97

The rules of the University, as outlined in the University Faculty Handbook will be followed. In accordance with these policies, in the majority of cases, tenure must be awarded no later than the end of the sixth year of the probationary period to full-time faculty at the Assistant Professor level or above with no prior tenure-relevant experience, subject only to the conditions of the appeals process. Credit for prior tenure-relevant experience may be given in accordance with University policies. In implementing these policies, the following procedures should be employed:

1. Faculty with No Previous Tenure-Relevant Experience
   a. Annual review of faculty at the departmental and College level with annual notification of
progress towards tenure.
b. Final major review with respect to tenure before the end of the faculty member's sixth year of service.
c. By May 15 of the sixth year, the faculty member shall be notified that he or she will be awarded either a one-year terminal contract or tenure at the conclusion of the probationary period. Tenure becomes effective at the beginning of the seventh contract year.
d. In cases where promotion is awarded to a faculty member before his or her probationary period is completed, no promise of eventual tenure is implied by the promotion.
e. Faculty holding academic rank below Assistant Professor are not eligible for tenure, nor will time at the rank of Instructor be counted as service towards tenure.
f. The Promotion and Tenure Committee will make their recommendation to the Dean for his consideration and recommendation to the Provost and the President for the April Trustees Meeting.

2. Faculty with Previous Tenure-Related Experience
   a. In general, the minimum probationary period of time for faculty with previous tenure-relevant experience is:
      i. Professors-one year
      ii. Associate Professors- two years
      iii. Assistant Professors- three years
   b. In all cases the faculty member should have a total of at least six academic years of tenure-relevant experience before tenure is recommended. Tenure-relevant experience is counted only for full-time service at the rank of assistant professor or above. A new faculty member with previous tenure-relevant experience will normally undergo a final major review with respect to tenure as close as practicable to the end of his/her probationary period at the College. At the end of this period of service, the faculty member will be notified that he/she will be awarded either a one-year terminal contract or tenure at the conclusion of the probationary period.
   c. In the case of new appointments, the Dean, in consultation with the Provost, determines the amount of previous tenure-relevant experience and includes this information in the initial contract letter.
   d. The contract includes the following elements:
      i. Effective date of appointment.
      ii. Amount of previous tenure-relevant experience.
      iii. Anticipated year of tenure review.
      iv. Anticipated effective date of tenure, if awarded.
      v. Specific tenure policy of the appropriate school or college.
   e. In cases of very special merit, and only then with review and personal recommendation by the Dean of the College, the Provost, and the President, tenure may be awarded at any time before the expiration of the full probationary period.
   f. Other criteria are the same as those listed for faculty with no previous tenure-relevant experience.

3. Faculty Previously Tenured at Another University:
   A faculty member who holds the rank of Associate Professor or Professor and who was previously tenured at another University, and who is requesting tenure should:
   a. Submit a letter requesting tenure along with a current curriculum vitae and the Department Chair’s letter of support to the Promotion and Tenure Committee per the University schedule.
These items should provide evidence of good citizenship and contribution to the Mercer College of Pharmacy and/or Mercer University. In the event this faculty member is a Department Chair, the items submitted to the Promotion and Tenure Committee should include a letter requesting tenure and a current curriculum vitae.

b. Provide the letter of tenure previously awarded at the former university.

Approved 4/01

**D.38 Post-Tenure Review**

Methods of evaluating the effectiveness of faculty are consistently applied to all faculty of the College, regardless of tenure status. These methods include the following: (1) performance evaluations conducted at the midpoint and end-point of each academic year (see Faculty Evaluations); (2) yearly student evaluation of instruction and courses (see Course and Instructional Evaluation by Students); and (3) peer review of teaching (see Peer Review of Teaching).

Approved 4/16/03

**D.39 Termination of Faculty Appointment**

The College of Pharmacy follows the policy of Mercer University as stated in the University Faculty Handbook.

**D.40 Award for Excellence in Service**

To recognize and encourage faculty who provide outstanding service to the College that is above and beyond normal committee work, the Mercer University College of Pharmacy (COP) annually presents the Award for Excellence in Service. The award will be presented to a full time faculty member who has demonstrated a commitment to the mission of the COP over the past 3 to 4 years through significant contributions and achievements consistently exceeding requirements typically expected for the individual faculty member.

The award will consist of a plaque presented to the recipient at the hooding ceremony, a one-year membership in a professional organization of choice, and an all-expenses paid trip to a meeting of a professional organization.

**Eligibility** – All full-time COP faculty with at least 3 years of experience are eligible. Eligible faculty must have demonstrated significant and sustained contributions to service.

**Nominations** – Nominations for the Award for Excellence in Service will be requested on an annual basis. Faculty members will be invited to submit written nominations for the Award by the end of the summer semester. Having won the award before does not preclude future nominations. The award, however, may not be given to the same person again for 3 years. The nominating statement should be a thoughtful reflection of why the nominee is worthy of the award. The nominee is notified and provided the opportunity to accept or reject the nomination.

**Guidelines for Preparing Documentation** – The Nominee will submit a service portfolio by the end of the fall semester. The portfolio must document the last 3 to 4 years of service and include:

1. A summary of the Nominee's major contributions to service to the COP and to the profession.
This section must make the case for the Nominee's unique service qualities.

2. A reflection and self-evaluation by the Nominee on their major contributions to service.

3. Three letters of support documenting the Nominee's contribution to service.

Selection Method – A committee of faculty appointed by the Dean will review the nominating statement and service portfolio. Recommendations for selection of a recipient will be based on the criteria listed below. The Committee will forward a recommendation, based on majority vote, to the Dean by March 15 of each academic year. At the discretion of the Committee, no nominee may be recommended to the Dean if a suitable candidate is not identified.

Criteria for Selection – The following criteria will guide the selection of an Awardee.

1. The service contributions of the Nominee substantially and consistently exceed in quality those normally expected of a faculty member.

2. The service performance of the Nominee has resulted in important and significant contributions to the College.

3. The service contributions of the Nominee have resulted in advancement of the reputation and mission of the COP.

4. The service competence of the Nominee is clearly outstanding.

5. There is evidence of sustained contributions to service.

Approved by Executive Committee: 1/14/2015

D. 41 Grievance Procedure for Faculty
The following internal grievance procedure does not apply to allegations of discrimination in employment on the basis of race, color, national origin, disability, veteran status, sex, sexual orientation, gender identity, age, or religion. (For grievances related to discrimination in employment see the University Faculty Handbook, Section 2.10.)

Faculty members are encouraged to address their grievance at the most immediate level available, before moving up to higher levels of authority and responsibility. At the first level, the parties involved are encouraged to communicate directly with one another about their concerns and complaints, with the goal of understanding perspectives and resolving differences.

At the second level, the parties involved should take the matter to their department chair(s) and should present the grievance in writing, including at least the following: identification of the individual(s) against whom the grievance is being lodged; description of the specific action(s) giving rise to the grievance; rationale for assertion that the specific action(s) was (were) in violation of College policy (e.g., academic freedom, failure to enforce University policies on health and safety in the workplace, and employment actions); the date or period of time in which the action(s) occurred and the location of the incident(s); and the desired remedy.

If the department chairs are involved in the complaint, it should be forwarded to the Executive Associate Dean for resolution. If the Executive Associate Dean is involved in the complaint, it should be forwarded to the Dean for resolution. If the grievance is against the Dean, the faculty member can
invoke the formal grievance procedure at the University level as outlined in the University Faculty Handbook.

Disagreement with the resolution reached by the department chair(s), can be appealed to the Executive Associate Dean. The appeal must be presented in writing and specify the grounds, as well as supporting facts and arguments. Disagreement with the substance of the resolution shall not be an appropriate ground for appeal. Review of the appeal will be limited to new information that was unavailable at the time the resolution was made. The Executive Associate Dean will render a final decision in writing. Disagreement with the resolution reached by the Executive Associate Dean can be appealed to the Dean, with the same requirements.

If satisfactory resolution of the grievance cannot be reached through the previously described internal grievance procedure within 30 calendar days of its initiation, the faculty member can invoke the formal grievance procedure at the University level as outlined in the University Faculty Handbook.

D. 42 Policy and Procedure Manual for Purchase, Receipt, Possession, and Disposal of Drugs

Article I. Purpose

The purpose of this manual is to establish policy and procedure with respect to the purchase, receipt, possession and disposal of drugs, and their proper security, in accordance with Rule 480-29-04. Mercer University College of Pharmacy’s pharmacy purchases, receives, possesses, and disposes of drugs solely for educational and clinical research in human subjects purposes. Mercer University College of Pharmacy’s pharmacy shall not sell or dispense drugs.

Article II. Definitions

Authorized Personnel. Authorized personnel includes: pharmacy faculty, graduate students, and pharmacy students.

College of Pharmacy. A school or college of pharmacy (COP) located in the State of Georgia and accredited by the American Council on Pharmaceutical Education.

Controlled substance. Controlled substance means a drug, substance, or immediate precursor in Schedules I through V of Code Sections 16-13-25 through 16-13-29 and Schedules I through V of 21 C.F.R. Part 1308. The College of Pharmacy’s pharmacy does not purchase, receive, store, or use controlled substances that are manufactured for human use.

Director of Pharmacy. The Associate Dean for Administration shall serve as the Director of Pharmacy and apply for the pharmacy permit every two years (odd years). The Director of Pharmacy shall be
responsible for maintaining accurate records regarding the purchase, receipt, possession, and disposal of drugs utilized for educational and clinical research in human subjects purposes.

Drugs. A dangerous drug, other than a controlled substance, which cannot be dispensed except upon the issuance of a prescription drug order by an authorized practitioner. Agents that are used for placebo such as lactose, dextrose, and saline are not considered drugs. Per the information provided by the Board of Pharmacy Executive Director, agents labeled “for research use only” and not formulated for human consumption are not included in these policies and procedures (Appendix a in the policy book not the Faculty Handbook). Drugs do not include controlled substances, which are described above.

Educational Laboratory Director. An educational laboratory director is the course coordinator of a class in which prescription drugs that are manufactured for human use are used for educational purposes.

Pharmacy Permit. A permit that is issued by the Georgia State Board of Pharmacy to a pharmacy located within and owned and operated by a college of pharmacy.

Article III. Procedures for Dangerous Drugs

Section 3.01 Purchasing and Receiving Drugs

The COP purchases drugs from a licensed pharmacy or wholesaler. Drugs are either picked up or delivered by authorized personnel.

Section 3.02 Possession and Storage of Drugs

Drugs are stored in a locked cabinet, lab, or closet and access is restricted to authorized personnel only. The educational laboratory director shall keep the packing slip or invoice for all drugs received by the College in a log book or in electronic format.

Section 3.03 Disposal of Drugs

The COP has a contract with Stericycle, a waste management company, for annual pick up of pharmaceutical waste. All drug waste is placed into a sealed pharmaceutical waste bin. All drug product disposals are kept in a locked storage room. Only authorized personal have access to this area. Agents that are used for placebo such as lactose, dextrose, and saline are either poured down the sink drain or thrown in the regular trash. The educational laboratory director shall keep a list of all drugs disposed of in a log book or in electronic format.

D. 43 Guidelines for Faculty Members Applying for Patents

Faculty members should refer to the University’s policy on inventions, patents and licensing located in the University Faculty Handbook. Additionally, faculty members interested in applying for patents or licenses should consult with their department chair prior to contacting University administration or outside agencies. The department chair will consult with the Dean’s Office and instruct the faculty member on completing the process.
D. 44 Instructions for Updating Website
The College of Pharmacy website is maintained by the director of communication and marketing. Faculty members may request changes to the website by sending information in a Word document to the director of communication and marketing. Publications and other citations must be formatted in American Medical Association style. All information is subject to review and approval.

D. 45 Student Organization Faculty Advisor Guidance
A faculty or staff member who assists in the co-curricular learning environment of student organizations by being both a mentor and role model to organization membership and leadership. An advisor shares insight, gives advice, advises on policy, holds leaders accountable, and supports organization membership. Faculty who are serving as a faculty advisors should contact the Assistant Dean for Student Affairs for the policies and procedures for faculty advisors.

E. Academic Policies and Procedure
E.1 Professional Development Network (PDN) Faculty Advising
The Professional Development Network (PDN) provides information and support for successful matriculation and professional development of students (Appendix G: Professional Development Network Guidelines). The professional development component is under the direction of the Assistant Dean for Student Affairs. The academic advisement component is under the direction of the Executive Associate Dean. A co-curricular professional engagement program is conducted through the PDN and is managed by the Assistant Dean for Student Affairs and the COP Professionalism Committee. Faculty members serve as advisors and resource personnel. Faculty members are asked to agree to the following responsibilities:

1. Provide advising and mentoring to students regarding academic and professional issues.
2. Communicate with advisees using a combination of face-to-face meetings, Mercer email, and the electronic PDN portal housed in Mercer’s online learning management system.
3. When practical, attend on-campus events designed for the PDN group.
4. After a suitable period of association, consider serving as a reference for students seeking internships, employment, residencies, etc.
5. Provide timely written feedback to specified assignments in the PDN portal.

Revised and Approved: 7/1/13

E.2 Calendar and Class Schedule
The calendar for the COP is developed by the Executive Associate Dean and is managed by the Registrar. The calendar is based on the dates for graduation as designated by the President of the University. Included in the calendar are deadline dates for course changes and withdrawals, dates for final examinations, holiday breaks, and Commencement dates. The calendar is set for the entire year, fall through summer semesters, and is published annually in the COP catalog. Copies of the calendar are distributed to the faculty prior to its publication.

The Executive Associate Dean arranges the class schedule each semester after consultation with the academic department chairs. A preliminary schedule is distributed to the faculty so that any possible conflicts can be identified and resolved by the Executive Associate Dean prior to the preparation of the final schedule.
E.3 Class Attendance
Attendance at the College is a privilege and not a right. The following policy is effective as of August 1995:

Each course coordinator is charged with the responsibility of establishing an absentee policy for his/her course, subject to the approval of the Curriculum Committee. This policy must be a part of the course syllabus distributed to students. In those cases in which the professor does not wish to establish an absentee policy, absenteeism cannot be considered in determining the grade for the course.

E.4 Student Attendance/Participation Organization Meetings
The College acknowledges that viable professional organizations are essential to the wellbeing of the profession of pharmacy and contribute to the maintenance of high professional standards, thereby assuring that health care providers offer their patients state-of-the-art health care.

As a result, the College encourages its students to become actively involved in professional organizations and will provide them with the opportunity to do so.

The College also recognizes that the primary responsibility of students is to achieve academic excellence and that any activity which hinders their pursuit of academic excellence is not in the best interest of the students or profession.

Students must obtain, in writing at least one month prior to the meeting, approval from the course coordinators and Assistant Dean for Student Affairs (Doctor of Pharmacy) or Graduate Program Director (Doctor of Philosophy), to be excused from classes/examinations. In such cases, students will be required to meet the requirements of the course coordinator(s) whose examination(s) was (were) missed to satisfy the requirements for the course(s) involved.

E.5 Examinations and Grading
In those courses in which examinations are the principal determinant of a student's semester grade, that grade may not be based on fewer than two examinations. This regulation must be considered by the instructor in making decisions regarding his or her policy on make-up examinations for students who miss regularly scheduled examinations. Otherwise, make-up examinations are administered at the discretion and convenience of the instructor. Examinations may be scheduled by the instructor at any time during the semester. Faculty are encouraged to use the exam periods built into the class schedule that is prepared by the Executive Associate Dean. Electronic administration of examinations is used in all didactic required course within the Doctor of Pharmacy Program. Please see Appendix H (ExamSoft/SofTest Wi-Fi Outage Procedures) for procedures related to the administration of electronic examinations during an internet outage.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
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<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>IC</td>
<td>0.0</td>
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<tr>
<td>AU</td>
<td>0.0</td>
</tr>
</tbody>
</table>
W Withdrawal 0.0.
Z Grade Not Reported 0.0
S Satisfactory 0.0
U Unsatisfactory 0.0

Each instructor may designate the numerical grade that he or she requires for the awarding of each letter grade. All information regarding the grading practices of the instructor, as well as his or her policies on make-up examinations should be furnished to the students, in writing the class syllabus, at the beginning of each course.

E.6 Make-Up Examination Policy
Course coordinators must describe the course policy for obtaining excused absences for exams and the examination make-up policy in the course syllabus, which must be available to students at the beginning of the course. It is the responsibility of the coordinator of each class to describe in the syllabus the course policy for making up examinations that are canceled due to inclement weather or some emergency.

Approved 3/97

E.7 Summer Remediation Policy of Required Courses
Summer remediation is only open to first, second and third year doctor of pharmacy students who have previously failed a required course. A student may repeat only one course one time at another school or via summer remediation. Students who fail a required course during the fall or spring semester may seek to complete equivalent courses outside the College’s traditional program during the summer. Courses outside the program are subject to review and approval by each course’s coordinator, the coordinator’s department chair, and the Dean. In the event such equivalent courses are not available, the COP will offer these courses in the summer. Summer remediation courses offered at COP must fulfill the same curriculum outcomes as during the regular academic year; however, the teaching plan, including methodology, assessment of learning, and daily schedule, may vary as determined and documented by the course coordinator and the coordinator’s department chair.

Revised and Approved 7/1/13

E.8 Policy on start date of Advanced Pharmacy Practice Experiences
Doctor of Pharmacy students who have met all requirements for progression to the fourth professional year may begin advanced pharmacy practice experiences (APPE) with the first available APPE per the schedule provided by the Director of Advanced Pharmacy Practice Experiences. This means that in rare instances students with third year class standing who have met all requirements for progression to the fourth professional year may be taking a fourth year APPE. In these instances the College will notify the registrar, office of financial aid, and bursar of the affected students.

Approved June 12, 2015

E.9 Course Instructional Evaluation
E.9.1 Course and Instructional Evaluation by Students
Student evaluation of instruction and courses at Mercer University COP currently serves two purposes:
1. To provide an opportunity for faculty and course improvement through student feedback.
2. To aid in arriving at faculty promotion and tenure decisions.

Instruments utilized for student evaluation of courses and instructors have been approved by the faculty of the COP. See Appendix I (Student Evaluation of Courses and Instructors) for evaluation forms for didactic courses, classroom instruction, and advanced practice experiences (including preceptor). The instruments allow students to provide written comments in addition to providing numeric ratings of predetermined criteria.

**E.9.2 Frequency of evaluation:**
Evaluation of classroom instruction - Prior to the Fall semester of each academic year the department chair and faculty member will together select one course during the coming academic year in which the faculty member’s teaching will be evaluated by students. (Additional student evaluations of a faculty member can be conducted as deemed necessary by the department chair.) The department chairs will construct a list of their faculty and the courses in which the faculty should be evaluated. The department chairs will provide this list to the Executive Associate Dean, Director of Learning Technology, and course coordinators.

**E.9.3 Evaluation of courses:**
All didactic courses and pharmacy practice experiences (including preceptor) are evaluated each time the course is offered, at its conclusion. Pharmacy practice experiences (both IPPE and APPE) are evaluated at the conclusion.

**E.9.4 Process of evaluation:**
Course coordinators are responsible for all course and instructional evaluation. The evaluation will be conducted in a manner that will maintain the anonymity of the students and remove the faculty from direct participation in the process. In the case of either electronic or paper evaluations, student names or identification numbers will not be linked to their completed evaluations.

**E.9.5 Results of evaluation:**
Results of evaluations of didactic courses and classroom instruction are compiled into cumulative reports by the Director of Learning Technology and distributed by the Executive Associate Dean. Results of evaluations of advanced pharmacy practice experiences (including preceptors) are compiled by the Director of Experiential Education. The results of these evaluations are distributed to faculty and department chairs only after the conclusion of the semester in which the evaluation occurs and only after assignment of grades.

**E.9.6 Focus groups**
Focus groups serve as a means of achieving formative course and instructional evaluation from students. Each required didactic course has a focus group of four students (selected randomly from the quality circle with stratification for grade point average) assigned by the Executive Associate Dean. Course coordinators should meet with focus group members per the focus group operating guidelines (Appendix J: Focus Group Operating Guidelines).

Approved 4/16/03
E.10 Responsibilities of Course Coordinator

E.10.1 Develop Course Policies and Procedures in Cooperation with Course Faculty

The course coordinator has the authority and responsibility to make decisions regarding the course in keeping with the course policies and syllabus. All faculty involved in teaching a course should be in agreement regarding the course structure and policies. Furthermore, all course faculty members should have a sense of commitment to the entire course, not limited to the areas in which they teach. To build consensus and commitment the course coordinator should do the following:

1. Prior to the course, meet with the course faculty to reach consensus on the course structure including: teaching and exam schedule, use of active learning components, number of exams, exam construction (format of questions, plan for the cumulative component of all exams, deadline for submission of exam questions and answers, how exams will be reviewed by students), content of course pack (if applicable), deadline/timelines for any other materials or activities required of course faculty, point distribution for exams and other activities, and changes to any policies or procedures on the syllabus (if applicable).
2. Determine if any course faculty have a preference for audio-only capture of their lectures. If so, complete the audio capture request form and submit to the COP’s Director of Learning Technology.
3. In the event consensus cannot be reached regarding the above elements of the course, the final decision should be based upon the majority opinion of the course faculty.
4. Review exam questions for consistency with determined format, grammatical errors and appropriate length. Contact individual faculty regarding any edits to their questions other than grammatical and reach an agreement.
5. Provide the item analysis of the entire exam to all faculty members who wrote questions for the exam. If the item analysis indicates a question should be dropped from an exam, the course coordinator should contact the faculty member who wrote the question and reach agreement.
6. Contact individual course faculty regarding any issues from the focus group or other enrollees in the course that pertain directly to that faculty member to achieve joint resolution.
7. Following each examination, provide a copy of the grade roster from the exam to those course faculty members who desire a copy. Furthermore, make the complete grade book available to all course faculty members at their request.
8. Calculate final grades in the course according to the grading scale on the syllabus. Provide these grades to the course faculty who desire a copy. Enter the grades on the official grade roster and submit to the registrar.
9. At the conclusion of the course, meet with the course faculty to discuss successes and changes for future offerings of the course.
10. Grade Archival Policy. Consistent with the Mercer University Grade Archival Policy, course coordinators are expected to retain, for three years, the grade calculations leading to the final grade for each student and any graded material not previously returned to the student. This time period begins at the conclusion of the term in which the grade was awarded. Electronic storage of this information is permissible.

E.10.2 Maintain the Course Syllabus

It is the responsibility of the course coordinator to maintain the course syllabus and ensure the syllabus used reflects what was approved by the Curriculum Committee. The course coordinator should adhere to the following policies established by the Curriculum Committee:

1. All syllabi should contain the information on the Curriculum Committee’s “Checklist for
Syllabus Content.”

2. Minor changes in course content are permissible and the syllabus should reflect these changes.
3. Major changes in the course content must be approved by the Curriculum Committee (e.g. removal of a disease state topic). The syllabus should reflect these changes.

E.10.3 Implement Course and School Policies and Procedures

1. Provide the examination dates to the Assistant Dean for Student Affairs prior to the start of the semester.
2. Provide a copy (paper or electronic) of the final course schedule (including teaching and exam dates) and syllabus to the course faculty, Curriculum Committee Chair, department chairs, and Executive Associate Dean prior to the first day of class.
3. Order textbooks and course packs (if applicable) in coordination with the bookstore adhering to printing deadlines.
4. Arrange for course shells in online learning management system (if applicable) in coordination with Director of Learning Technology to adhere to deadlines.
5. Remind course faculty they are responsible for following copyright law including proper referencing of sources, posting copyright notices and obtaining copyright permissions as needed.
6. Get approval from course coordinator’s department chair to pay honoraria for outside lecturers.
7. Provide a copy (paper or electronic) of the final course schedule and syllabus to the students on or before the first day of class.
8. Monitor the final course schedule for adherence by course faculty. In the event faculty do not need all allotted time, seek, if possible, utilization of the time for other course activities aimed at enhancing learning in lieu of canceling class.
9. Schedule periodic meetings with the focus group and address concerns.
10. Ensure there are cumulative components to all examinations within and at the end of the course.
11. Return examination results to the students in a timely manner.
12. Administer examinations (or arrange for the administration of examinations by other course faculty) including makeup examinations (if applicable).
13. Following each examination, notify the Executive Associate Dean of any students who failed the examination. (The Executive Associate Dean will in turn notify the faculty members assigned to provide academic advisement to the student.)
14. Maintain ultimate responsibility for the grade book, the student’s final grade, or changing a student’s grade.
15. Meet deadline for submission of the student’s final grade to the Registrar’s Office. (Deadlines are one week following the conclusion of a block, and the end of the semester in the case of the last block.)
16. Respond to formal grade appeals and honor code violations in a timely manner according to the College’s Policy.
17. Obtain input from course faculty in completing the end of course report. After receipt of the results of the student evaluation of the course, submit the End of Course Report with revised course syllabus and teaching schedule (if applicable) to the Curriculum Committee.
E.11 Responsibilities of the Course Faculty
1. Meet the deadlines for submission of handouts, exam questions and answers, and other course materials.
2. Follow copyright law including proper referencing of sources, posting copyright notices and obtaining copyright permissions as needed.
3. Be present during the exam for student questions regarding the faculty member’s material.
4. Based on consensus reached regarding administration of examinations, be prepared to administer an examination in which the faculty member has a significant number of questions.
5. Adhere to the course schedule. Obtain approval from the course coordinator for scheduling of any outside activities beyond those indicated in the final schedule. Obtain approval from the course coordinator for any desired changes to the final teaching schedule. Inform the course coordinator if allotted time will not be used in its entirety, to allow for the time to be used for other course related activities to enhance learning.

E.12 Accountability
Course coordinators and course faculty are accountable to their individual department chairs and the Executive Associate Dean in adherence to this document.

Approved 8/17/04; Revised 7/30/12

E.13 Submission of New Courses/Course Changes
To facilitate review and approval by the Curriculum Committee, any action on a course must be initiated through the process of a Curriculum Change Request (CCR). A CCR must be completed and accompany the course syllabus. (Appendix K: Curriculum Change Request Form and Appendix L: Course Syllabus Review Checklist)

E.14 Honor Code
The COP operates under an Honor Code that is intended to serve as a guideline for ethical behavior. Faculty are required to adhere to the procedures outline in the policy Measures to Preserve Honesty in Electronic Test-Taking (Appendix M). Students and faculty alike are bound by this Code and are expected to uphold the articles of the Code. Faculty members are urged to report all violations of the Code to the Honor Council, which is composed of twelve students representing each of the professional year classes and two faculty members. The Council, observing strict confidentiality, decides on the guilt or innocence of an accused individual and suggests an appropriate punishment for each infraction. The faculty member in whose class an infraction occurs will be consulted if the punishment includes lowering of a grade or failure in a course. The Articles of the Constitution of the Honor Council are published in the Student Handbook. Faculty members are advised to become familiar with Honor Council procedures, either by reading the Articles or by consulting with the faculty advisor.

E.15 Academic Integrity Violation Procedure
Mutual trust is a basic component of any community. Mercer University expects students, as members of the academic community, to take seriously their position in that community. Students are expected to ensure the continuing responsibility for their own work. The University considers breaches of this trust and responsibility to be serious offenses. Academic offenses that constitute violations of the COP Honor
Code include but are not limited to plagiarism, cheating, lying, academic theft, academic negligence, and other acts of dishonesty in the areas of academics and co-curricular activities. The definition of which are as follows:

1. Plagiarism is the copying of words, facts, or ideas, belonging to another individual, without proper acknowledgment. Failure to reference any such material used is both unethical and illegal.
2. Cheating includes the deliberate submitting of work that is not one’s own and that violates the professor’s instructions for the work; the use of testing materials from past testing periods as a study guide, unless authorized by a professor; possession of written materials, not expressly authorized by the professor during an examination or test, that contain matter relevant to the course in which the examination is being taken; discussion of examination contents with any other student while taking an examination or test; and divulging or receiving any information on the content or form of any examination that either student has not yet taken. A student who gives illegal aid shall be considered as responsible as the student who receives it.
3. Lying is defined as making a statement that one knows is false or is intended to deceive.
4. Academic theft is the removal of academic materials, depriving or preventing others from having equal learning opportunities.
5. Academic negligence is unacceptable conduct of a student during an academic situation including tests, outside assignments, papers, homework, and lab reports. It may include the student’s failure to adhere to the faculty member’s specific instructions.

An Academic Integrity Violation Form (Appendix N) should be completed by any faculty member who is aware of student conduct consistent with a violation of the Honor Code.

Updated 8/3/2016

E.16  Note-taking Services
Anyone desiring to establish a note-taking service for classes offered at the COP must obtain the written permission of the instructor of each course for which notes will be taken. The faculty members assume no responsibility for the accuracy of notes distributed through such a service. The faculty member reserves the right to withdraw permission for operation of the service at any time. Violators of this policy can be subject to legal action.

Approved 3/91

E.17  Recording of Required Courses
All required courses offered in the Doctor of Pharmacy didactic curriculum are audio and video recorded. These recordings are made available for student review. If a faculty member has a preference for audio-only capture of their lectures, the Director of Learning Technology should be contacted. The purpose of the recordings is to aid students in the learning process.

Approved 3/91; Revised 7/30/12

E.18  Grade Appeal Procedure
A student has the right to file an appeal if there is disagreement with the final grade that has been awarded in a course. Concerns may relate, but are not limited to: failure to abide by stated requirements described in the course syllabus, a disputed test question, and discrimination based on age, sex, religion,
race, marital status, national origin, or disability. The procedure for bringing an academic appeal is as follows:

1. A formal appeal must be initiated within 30 days following the date that grades are posted online by the Registrar’s Office. The appeal should be completed within 60-90 days following initiation of the process.
2. The student must initiate the process by presenting the appeal in writing to the faculty member in charge of the course. The student must describe why a grade change is warranted and provide evidence to substantiate the appeal. The faculty member will render a decision in writing.
3. If the faculty member does not resolve the appeal, the student may present it in writing to the appropriate department chair. The department chair will render a decision in writing.
4. If the department chairperson does not resolve the appeal, the student may present it in writing to the chairperson of the Academic Performance and Standards Committee. The committee will render its decision in writing.
5. If the appeal is not resolved by the Academic Performance and Standards Committee, further appeal rights are limited. The student may present the appeal in writing to the Executive Associate Dean. This must be done within ten (10) days of the committee’s decision. The appeal must specify the grounds, as well as supporting facts and arguments. Disagreement with the substance of the committee’s decision shall not be an appropriate ground for appeal at this level. In reviewing the appeal, the Executive Associate Dean will limit review to alleged failure to adhere to procedures, rules and regulations governing the appeal process or new information that was unavailable to the Academic Performance and Standards Committee at the time of its determination. The Executive Associate Dean will render a final decision in writing.
6. All written documentation as it relates to the grade appeal will be maintained by the Executive Associate Dean.

Revised and Approved by Executive Committee 5/11/05

E.19 Student Complaints Policy

The COP has implemented the following policy and procedures for handling complaints on issues related to the curriculum, faculty, student affairs, and other issues over which the College has jurisdiction, as well as those that are related to accreditation standards. Students who have complaints about any issue may voice their concerns informally to the Executive Associate Dean, the Assistant Dean for Student Affairs, the Dean, or through the Council of Students. They may also utilize the following procedures for submitting a formal complaint.

E.19.1 Procedures for Course-related Complaints

When a student feels there is a problem affecting their learning, the following process should be used. A course-related complaint should be reported first to the focus group for the course. The focus group will then take the complaint to their meeting with the faculty member in charge of the course (course coordinator). If the focus group is not able to resolve the complaint through a meeting with the course coordinator, the complaint will then be reported to the appropriate department chair.

An instructor-related complaint should be first addressed with the specific instructor. If the conflict is still unresolved after addressing it with the instructor, the student should then address the complaint to the course coordinator (if the instructor is not the course coordinator) or the appropriate department.
chair for further assistance. In cases where the issue needs further resolution, the student should address the conflict with the Executive Associate Dean.

E.19.2 Procedures for General Complaints
Student complaints regarding any aspect of the College’s programs should be discussed initially with the Executive Associate Dean. Processes are in place through the College committee structure to review and act upon certain types of complaints, including those related to responsibilities of the following committees: Admissions, Academic Performance and Standards, Curriculum, Professionalism, and Chemical Dependence/Impairment. The Executive Associate Dean may advise students on the appropriate procedures to follow regarding the resolving of complaints related to the above committees or complaints that do not specifically fall under the responsibilities of the committees listed above. The Executive Associate Dean may also explain the appeal processes that are associated with decisions that are made with respect to student complaints.

To initiate a formal complaint, the student submitting the complaint must provide a written, signed and dated statement and provide their full contact information to the College’s Executive Associate Dean. The complainant must provide adequate details regarding the exact nature of the complaint in order to facilitate further processing; additional information may be required before any action can be taken. To initiate a formal grade appeal/complaint, students should refer to and follow the steps outlined in the policy regarding Grade Appeals found in the College’s Student Handbook. If a complaint is course- or instructor-related, the student should refer to the procedures outlined in the previous section titled “Course-related Complaints”.

The Executive Associate Dean will review formal complaints upon receipt. The complaint will be forwarded to the appropriate committee or administrative office for information, advice and/or response. Complaints may require meetings or hearings with the person submitting the complaint, College faculty and/or staff, or other members of the University administration. The person submitting the complaint will receive a response or update from the appropriate committee or administrative office within 45 days. The time sensitivity of complaints will be taken into consideration. The outcomes of complaints may be appealed to the Executive Associate Dean. The Executive Associate Dean will subsequently make a decision regarding the complaint. The Executive Associate Dean will securely maintain all complaints and written documentation of actions related to the complaints.

E.19.3. Procedures for ACPE Complaints
The Doctor of Pharmacy Program is accredited by The Accreditation Council for Pharmacy Education (ACPE), 135 S. LaSalle Street, Suite 4100, Chicago, IL 60603-4810; telephone (312) 664-3575; Website www.acpe-accredit.org. ACPE has an obligation to assure any institution holding accreditation status for its professional program conducts its affairs with honesty and frankness. Complaints may be filed with ACPE from other institutions, students, faculty, or the public about the College including tuition and fee policies, as related to ACPE standards, policies, or procedures.

Those who wish to file such a grievance may access the ACPE Complaint Policy by visiting the ACPE website (http://www.acpe-accredit.org/complaints/default.asp). The standards and procedures for filing a complaint with ACPE are included on the ACPE website.

Once a complaint has been submitted to ACPE, a course of action will be determined by ACPE, which may include communication with the College. The Executive Associate Dean maintains all complaints
and written documentation of actions related thereof securely. This complaints file is made available to ACPE representatives upon request.
Revised 8/17/12

E.20 Noon Hour Policy
The noon hour is reserved for student organizational meetings. No other academic activities shall occur at this time.

E.21 Organization Advisor Role
The role of an organization advisor is just that – to advise the leadership and student members, particularly as it relates to policy matters. There is no expectation that advisors are to serve as a chaperone at organizational events. Although not absolutely necessary, you are certainly encouraged to support your organization by participating in their activities – but only as your time permits.
University Legal Counsel 3/97

F. Campus Services
F.1 Room Scheduling
Classroom assignments for all courses are made by the Registrar's Office and distributed prior to the beginning of each semester along with the class schedules. Classes should be held only in those rooms assigned. The Executive Associate Dean should be consulted if it is necessary to change the location of a class. Room reservations for the Atlanta campus are handled through the Registrar's office. Verification of room assignment is the responsibility of the course coordinator.

F.2 Campus Health Care Services
Employees may utilize Campus Health Care Services if they become sick or if they are injured on campus. Additional services may be offered and a fee may be charged.

F.3 Campus Facilities
F.3.1 Swilley Library

1. Book and Journal Selection: The Associate Director of the Swilley Library coordinates the book and journal policies for the faculties. It is the responsibility of each faculty member to notify the Library of materials needed for students, class preparation, and research needs. Funds will be allocated in this order of priority. While the Library staff is responsible for maintaining a balanced collection, faculty requests are the most important factor in purchase decisions.
2. Circulation: Faculty may check out circulating books for 3 months. A book can be renewed one time by telephone for an additional 3 months. Faculty members are not subject to overdue fines, but are subject to replacement cost for lost books and damages. Faculty must surrender a book that is recalled by someone else after 3 weeks use. On terminating employment with the University, the faculty member must return all materials and/or pay all replacement charges for lost materials before the Library will send a clearance to the Business Office.
3. Reserves: Faculty members are invited to place materials on reserve. Requests should be addressed to the Head of Circulation. The faculty member can specify 1 week, 3 day, overnight, or 2-hour library only circulation. All materials will be taken off reserve at the end of each semester unless other arrangements are made. Reserve information appears in the Bearcat under
both course name and faculty name. Copyright law is enforced when the faculty member places photocopies on reserve.

4. Faculty Library Carrels: Faculty may reserve enclosed carrels for research activities within the library. Application forms are available from the Head of Public Services.


F.3.2 Sheffield Center
Athletic facilities, including a swimming pool, basketball court, and a fully equipped gymnasium are located in the Sheffield Center. All faculty members have access to these and other facilities in the building as long as they present a valid identification card at the time of use.

F.4 Parking
On-campus parking is provided free of charge for all faculty members. Parking decals are issued annually and must be affixed to all vehicles. Penalties are assessed for parking in unauthorized spaces.

F.5 Inclement Weather Policy
In the event of inclement weather, a decision will be made to cancel classes for all or a portion of a day. Announcements regarding college closings are broadcast by radio and posted on the University’s website.

F.6 Campus Security
Mercer University maintains a full-time campus police department located in the basement of the Pharmacy Administration and Cafeteria building. Mercer Police should be advised of all incidents involving breach of security. They should also be contacted in cases of accident, injury, or other related emergencies.

F.7 Emergency Procedures
The following steps should be followed when an accident, injury, or other related emergency occurs:

1. Notify the Mercer Police Office immediately by picking up a red phone nearest you or by dialing 6911 from ANY telephone nearest you. Give the location of the injured person and briefly describe the apparent injury. The Mercer Police Office will then 1) place the call and then 2) dispatch an officer to the scene and direct a bystander to guide any emergency vehicles to the scene on campus. No employee should assume the responsibility of transporting an injured or ill person. If there is difficulty in reaching the Mercer Police Office by telephone send another person to the Mercer Police Department. Assist the Mercer Police Office in filling out an injury report after the injured or ill person has been treated.

2. Any attempt to render first aid or other treatment by an untrained party should be limited to only those steps necessary to sustain life and make the injured person as comfortable as possible (e.g. a person who has swallowed his tongue must have the respiratory obstruction cleared immediately to sustain life but a person suspected of head injuries should not be moved but only made as comfortable as possible until trained medical assistance arrives).

3. Remain with the injured party at all times until professional medical aid arrives. A police officer trained in first aid will be on hand as soon as possible to maintain order and render whatever assistance possible.

4. After the injured person has been removed or treated by trained medical personnel, give the police officer on the scene as accurate a description as possible of the apparent cause of the
accident and the nature of the injury.

5. By expediting professional medical treatment through a standard emergency procedure the victim of a serious injury or illness stands a much greater chance of survival and avoidance of serious after-effects.

F.7.1 Emergency Telephone Numbers

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mercer Police Emergency</td>
<td>678-547-6911</td>
</tr>
<tr>
<td>Ambulance/DeKalb County Fire/DeKalb County Police</td>
<td>678-547-6911</td>
</tr>
<tr>
<td>Campus Health Care Services</td>
<td>678-547-6130</td>
</tr>
<tr>
<td>Poison Control Center</td>
<td>404-589-4400</td>
</tr>
</tbody>
</table>
Appendix A: Grant Submission Process

The entirety of the grant should be submitted to the Department Chair, or in absence, the Vice-Chair, for review along with the completed and signed Proposal Transmittal Form (PTF). This should include each section required for submission, as well as the budget and budget justification.

Following Departmental review and approval, the PTF and grant will be reviewed by the Associate Dean for Research, or in absence, the Executive Associate Dean or Dean. The PTF and grant will then be forwarded to the Director of Finance, who will process it to the Grants and Contracts Office (GCO) for all necessary university-level approvals.

Faculty are encouraged to begin the COP/GCO routing and approval process as early as possible. In order to meet all necessary university approvals for submission, GCO policy states that proposals must be submitted to the GCO at least 5 business days prior to the submission deadline. To satisfy this requirement, the routing of the grant to the Chair/Associate Dean for Research should begin at least 6 business days prior to the deadline for submission. Grants cannot be reviewed internally “on the spot”. Failure to meet this timeline could lead to delays in meeting submission deadlines.

While minor changes and corrections (e.g., graphical/tabular adjustments, grammatical corrections, minor technical modifications) to the narrative portions of the application can take place following submission to GCO, substantial changes to any component of the application (e.g., narrative, budget, justification, personnel, etc.) after submission to GCO but prior to submission to the granting agency will require re-review by the GCO, which would compromise submission deadlines.

Where allowed, faculty salary should be included on grants at rates that may vary on a case-by-case basis. For grants that have unique circumstances, such as those that do not award funds toward salary or indirect (F&A) costs, proper documentation from the grantee should be provided.
Appendix B: Mentee Progress Report

(To be completed jointly by the mentor and mentee at midpoint and end of mentoring. Submit completed report to the mentee’s department chair.)

Directions: Listed below are the intended outcomes of the mentoring program. Please use the scale below to rate the mentee’s progress in the applicable mentoring area. Then for the area summarize strengths or accomplishments followed by areas for improvement and plans to accomplish this.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Less than Adequate</th>
<th>Adequate</th>
<th>More than adequate</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

At this point in time how would you rate the **mentee’s progress**:

1. Understanding of academic responsibilities in applicable area (teaching, research or service).  
   (Circle applicable area.)
   
<table>
<thead>
<tr>
<th>Strengths:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

2. Developing and improving expertise in applicable area (teaching, research or service).  
   (Circle applicable area.)
   
<table>
<thead>
<tr>
<th>Strengths:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

   
<table>
<thead>
<tr>
<th>Strengths:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
4. Awareness of funding opportunities for grants and contracts to conduct research.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>

Strengths:

5. Awareness of importance of serving on Department, College or University committees.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>

Strengths:

6. Understanding of the College and University infrastructure with respect to applicable area (teaching, research or service). (Circle applicable area.)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

Strengths:

7. Clinical faculty only: Achievement of proper and appropriate balance of academic and practice responsibilities.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>

Strengths:
8. Please use the space below for any additional information regarding the mentee’s progress.

____________________________  _____________________________
(mentor signature)     (mentee signature)
Evaluation of Mentoring Program

(To be completed by the mentee at the conclusion of the academic year. Submit completed evaluation form to the Executive Associate Dean.)

Directions: Listed below are the intended outcomes of the mentoring program. Please use the scale below to rate how well the mentoring process has assisted you in achieving these outcomes.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Less than Adequate</th>
<th>Adequate</th>
<th>More than Adequate</th>
<th>Excellent</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

How would you rate the mentoring process in each area:

1. Increasing understanding of academic responsibilities. 1 2 3 4 5 N/A
2. Developing and improving expertise in teaching. 1 2 3 4 5 N/A
3. Developing and improving expertise in research. 1 2 3 4 5 N/A
4. Developing and improving expertise in service. 1 2 3 4 5 N/A
5. Stimulating professional growth and development to strengthen candidacy for promotion and/or tenure. 1 2 3 4 5 N/A
6. Increasing awareness of funding opportunities for grants and contracts to conduct research. 1 2 3 4 5 N/A
7. Increasing awareness of importance of serving on department, College, or University committees. 1 2 3 4 5 N/A
8. Increasing understanding of the College and University infrastructure. 1 2 3 4 5 N/A
9. Clinical faculty only: Achieving proper and appropriate balance of academic and practice responsibilities. 1 2 3 4 5 N/A
10. Please use the space below to explain any of the ratings you provided, or to provide any additional information about your experiences with the mentoring program.
Appendix C: Peer Evaluation Forms

Peer Review of Classroom Teaching

The process* for peer review of classroom teaching consists of four parts:

1. **Pre-observation**

   This involves obtaining information from the instructor in advance of the review. The information helps the reviewer frame what will be observed within the context of the entire course. It also allows the instructor to communicate important information about areas for which specific input is requested and other pertinent information.

2. **Observation**

   An observation form has been provided to assist the reviewer in recording specific observations at the time they occur and to situate them into one of four main areas: teaching methods, presentation content, presentation skills and interaction with students. Prompts at the bottom of the form provide examples of activities to note in each of the four areas. These are only examples, and other activities may be noted.

3. **Reviewer recommendations**

   After completing the observation form, the reviewer provides recommendations in each of the four areas regarding effective aspects that should continue to be utilized and suggestions for improvement. The reviewer also provides a rating of effectiveness in each area. This is followed by an overall rating of the effectiveness of the teaching that was observed. Space for any additional comments is also provided.

4. **Peer review team meeting and recommendations**

   Both members of the peer review team meet to share the information gathered in steps 1-3 above. A discussion of commonalities and differences in their individual observations and recommendations is held. The chair of the peer review team prepares a joint report summarizing their findings and suggestions for development. Completed paperwork from both reviews is attached as supporting documentation.

*Throughout the description of the process and the forms, the term **instructor** is used to refer to the faculty member being peer reviewed. The term **reviewer** is used to refer to a member of the peer review team.
### Peer Evaluation Form

**Classroom Teaching**

<table>
<thead>
<tr>
<th>NAME OF FACULTY OBSERVED</th>
<th>___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE TITLE AND NUMBER</td>
<td>___________________________</td>
</tr>
<tr>
<td>PRESENTATION TOPIC</td>
<td>___________________________</td>
</tr>
<tr>
<td>DATE OF EVALUATION</td>
<td>___________________________</td>
</tr>
<tr>
<td>EVALUATOR</td>
<td>___________________________</td>
</tr>
</tbody>
</table>

**Directions:**

One week in advance of the date you plan to conduct the peer review observation, inform the instructor. Obtain the answers from the instructor to the *pre-observation questions* listed below. (This can be obtained by written or electronic correspondence.) Attach the completed pre-observation form to this peer review form.

**Pre-observation questions:**

1. What objectives do you anticipate covering for the presentation that will be observed?

2. What are your plans for achieving these objectives?

3. What teaching/learning activities will take place?

4. What have students been asked to do in preparation for this class?

5. Will this class be typical of your teaching style? If not, why?

6. Is there anything in particular you want me to focus on during the observation?

7. Are there other things that I should be aware of prior to the observation?

8. In advance of the presentation, please provide any handouts you intend to use, a copy of the course syllabus, and test questions pertaining to the presentation. In the event test questions have not been prepared in advance of the presentation, please indicate the date they will be provided.
# CLASSROOM OBSERVATION FORM

<table>
<thead>
<tr>
<th>Time</th>
<th>Teaching Methods</th>
<th>Presentation Content</th>
<th>Presentation Skills</th>
<th>Interaction with Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:00</td>
<td>Topic:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0:15</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>0:30</td>
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</tr>
<tr>
<td>0:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td>APPROXIMATE TIME IN ACTIVE LEARNING</td>
<td>1:00 MINUTES or 100% OF CLASS TIME</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Prompts**

- **Instructional Strategies**
  - Teaching techniques includes active learning, handouts, media, etc.
- **Organization of Presentation**
  - Use of class time, learning activities organized, objectives accomplished, etc.

**Content**

- **Display of Knowledge**
  - Elaboration on points, clarification of misunderstandings, answering questions, etc.

**Presentation Clarity**

- **Includes terms, use of examples/illustrations, relates to prior content, elaboration/repetition of complex info, emphasis of major points, etc.**

**Nonverbal Presentation Skills**

- Voice volume, tone, rate of speech, use of gestures and space, comfort with A/V technology

**Interaction / Rapport**

- Display of professional behavior, enthusiasm for subject matter, receptive to student questions, maintains class interest and order, etc.
Directions: For each area listed, please review your observations. Then provide recommendations regarding effective aspects that should continue to be utilized and suggestions for improvement.

TEACHING METHODS

1. Instructional strategies. Recommendations:

2. Organization of the presentation. Recommendations:

<table>
<thead>
<tr>
<th>Rating of teaching methods (circle one number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all effective</td>
</tr>
</tbody>
</table>

PRESENTATION CONTENT

1. Content provided. Recommendations:

2. Display of knowledge of content area. Recommendations:

<table>
<thead>
<tr>
<th>Rating of presentation content (circle one number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all effective</td>
</tr>
</tbody>
</table>

PRESENTATION SKILLS

1. Presentation clarity
2. **Nonverbal presentation skills**

   Recommendations:

2. **INTERACTION WITH STUDENTS**

   Recommendations:

<table>
<thead>
<tr>
<th>Rating of <strong>presentation skills</strong> <em>(circle one number)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>Not at all effective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating of <strong>interaction with students</strong> <em>(circle one number)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>Not at all effective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall rating of the <strong>teaching observed</strong> <em>(circle one number)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>Not at all effective</td>
</tr>
</tbody>
</table>
Additional comments: Include any additional observations and recommendations you have. Please comment on the test questions, whether they reflect presentation objectives and what type of learning the questions are addressing per Bloom’s taxonomy (knowledge, understanding, application, synthesis, or evaluation).

Peer Review of Advanced Pharmacy Practice Experience Teaching

The process* for peer review of APPE teaching consists of three parts:

1. **Pre-observation**

   This involves obtaining information from the instructor in advance of the review. The information helps the reviewer frame what will be observed within the context of the APPE. It also allows the instructor to communicate important information about areas for which specific input is requested and other pertinent information.

2. **Reviewer recommendations**

   After completing the APPE site visit and instructor observation, the reviewer provides observations and recommendations in each of the three areas: preparation, interaction with students, and practitioner/role model. Comments should reflect effective aspects of the APPE that should continue to be utilized and suggestions for improvement. The reviewer also provides a rating of effectiveness in each area and an overall rating of the teaching observed. Space for any additional comments is provided.

3. **Peer review team meeting and recommendations**

   Both members of the peer review team meet to share the information gathered in steps 1 and 2 above. A discussion of commonalities and differences in their individual observations is held. The chair of the peer review team prepares a joint report summarizing the findings and suggestions for development. Completed paperwork from both individual reviews should be attached as supporting documentation.

*Throughout the description of the process and the forms, the term instructor is used to refer to the faculty member being peer reviewed. The term reviewer is used to refer to a member of the peer review team.
**Peer Evaluation Pre-observation Form**  
**Advanced Pharmacy Practice Experience**

<table>
<thead>
<tr>
<th>NAME OF FACULTY OBSERVED</th>
<th>________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPE EVALUATED</td>
<td>________________________________________________</td>
</tr>
<tr>
<td>SITE</td>
<td>________________________________________________</td>
</tr>
<tr>
<td>DATE OF EVALUATION</td>
<td>________________________________________________</td>
</tr>
<tr>
<td>EVALUATOR</td>
<td>________________________________________________</td>
</tr>
</tbody>
</table>

**Directions:**
Coordinate with the instructor the date you plan to conduct the peer review observation at least one week in advance. Obtain the answers from the instructor to the pre-observation questions listed below. (This can be obtained by written or electronic correspondence.) Attach the completed pre-observation form to the peer evaluation form.

**Pre-observation questions:**

1. Briefly describe your clinical practice site.
2. What are your overall objectives for the APPE? Provide a copy of your site-specific APPE syllabus.
3. Describe a student’s typical day during your APPE.
4. What teaching/learning activities will take place during the observation?
5. What are students required to complete in preparation for your APPE?
6. What is your APPE teaching philosophy?
7. Is there anything in particular you want me to focus on during the observation?
8. Are there other things that I should be aware of prior to the observation?
Peer Evaluation Form

Advanced Pharmacy Practice Experience

Please comment on the items listed below as well as other items related to the topic. This form is meant to be a guide. If a question does not apply, please write "NA".

**Observations**: The reviewer should cite specific observable behaviors that relate to the teaching and learning process for which the faculty member has demonstrated evidence of achievement.

**Recommendations**: For each listed area, please review your observations. Provide recommendations regarding effective aspects that should continue to be utilized and suggestions for improvement.

## PREPARATION

1. **Planning and organization of the APPE**
   - Activities and exercises (rounds, student presentations) are conducive to learning.
   - Topics and points of discussion aim to increase the student’s knowledge.
     - Engage students in a variety of challenging assignments (i.e., projects, presentations, writing, etc.).
     - Assignments clearly encourage and demonstrate student progress and learning.
     - The activities of the APPE are scheduled in an organized and logical fashion consistent with course objectives and overall curriculum.
     - Evidence of ongoing assessment and improvement of the APPE are present.

   **Observations:**

   **Recommendations:**

## Objectives of APPE

- The students are provided with objectives for APPE during orientation.
- The students are provided a current syllabus containing the goals, objectives, and grading system of the APPE.
APPE objectives are realistic, measurable, and derived from program outcomes.

Observations:

Recommendations:

2. Content of APPE
   - Encompasses the contemporary body of knowledge generally experienced in the particular APPE.
   - Includes up-to-date material and the faculty displays pertinent areas of expertise.
   - Demonstrates proficiency at clinical skills which he/she is teaching.
   - Demonstrates the ability to teach and guide students in acquiring clinical skills.
   - Teaching techniques are appropriate to the objectives.
     - Medication therapy management principles and skills (identification and resolution of medication related problems) are emphasized and assessed.
     - If utilized, examinations correspond to the stated objectives and are representative of the APPE.

Observations:

Recommendations:

<table>
<thead>
<tr>
<th>Rating of Preparation (circle one number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all effective</td>
</tr>
</tbody>
</table>
INTERACTIONS WITH STUDENTS

- Motivates, encourages, and guides critical thinking and stimulates participation in APPE activities.
- Demonstrates a rapport with students and manages students well.
  - Maintains a high level of on-task behavior of students.
  - Responds to student questions fairly and is interested in providing thoughtful responses.
  - Handles incorrect student responses in a manner that facilitates learning.

Observations:

Recommendations:

<table>
<thead>
<tr>
<th>Rating of Interactions with Students (circle one number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1                        2                         3                         4                         5</td>
</tr>
<tr>
<td>Not at all effective          Adequate                   Extremely effective</td>
</tr>
</tbody>
</table>

PRACTITIONER / ROLE MODEL

1. Understanding the Material
   - Displays adequate and up-to-date knowledge of therapeutics issues.
   - Able to direct the student in delivering medication therapy management.
   - Able to convey knowledge to students in an understandable manner.

Observations:

Recommendations:

2. Mentoring Skills
   - Demonstrates an interest in listening to student presentations.
   - Asks questions which require the use of higher thinking skills.
   - Reinforces the concept of active learning.
   - Presents material in a way that is relevant to the practice of pharmacy.
   - Is an example of a professional role model in dealing with patients and other healthcare professionals.

Observations:
Recommendations:

Rating of Practitioner/Role Model (*circle one number*)

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<th>1</th>
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<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Not at all effective</td>
<td>Adequate</td>
<td>Extremely effective</td>
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Overall rating of teaching observed (*circle one number*)

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<th>1</th>
<th>2</th>
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<th>5</th>
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<tbody>
<tr>
<td>Not at all effective</td>
<td>Adequate</td>
<td>Extremely effective</td>
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</table>

Additional comments: Include any additional observations and recommendations you have.

Appendix D: Candidate Feedback for Search Committee

Candidate Feedback for Search Committee

Based on your interactions with the candidate, please provide comments in any applicable areas and indicate if these qualities are strengths or weaknesses. (For anonymity, print the form and deliver the completed form to the search committee chair. It can also be sent as an email attachment to the chair with a request to maintain confidentiality.)

1. Presentation skills, as revealed by the seminar or presentation, including organization, clarity, support media, potential as a teacher, etc.

2. Understanding of the requirements of the position, including teaching, research / scholarly activity, and service.

3. Interest in the position, including enthusiasm for COP and Mercer students.

4. Prior experience and background, including relevant professional experience for the position, teaching experience, maturity and potential as a scientist / clinician.

5. Potential as a mentor for professional and graduate students.

6. Teaching and/or research interests that complement those of others at COP.

7. Listening abilities, including thoughtful consideration of questions with respectful, accurate and sufficient answers that specifically address those questions.

8. Other comments:
Appendix E: Faculty Sabbatical Leave Request Form

Faculty Sabbatical Leave Request Form
Mercer University College of Pharmacy

Sabbatical leaves provide opportunity for continued professional growth and intellectual development through study or research. An individual is eligible for a sabbatical leave after six years of full-time service as a faculty member in the University. Faculty who are applying for sabbatical leave should complete this form and attach a detailed proposal. Leaves are awarded according to the merits of the leave proposal and ability of the academic department to offer a full course of study during the individual’s absence. (Please note that faculty who are applying for leave without pay should also complete this form.) The Dean should forward the completed form to the Provost’s office by January 15 for leaves which will begin the following academic year.

Faculty Member’s Name: ________________________________

Rank: ____________________________ Tenure: YES NO

Date of Initial appointment to faculty: ____________________________

Department: ______________________________

Dates of requested sabbatical: Start: ____________ End: ____________

Check one in each of the columns: (Ordinarily, sabbatical leaves are for one semester at full salary or for one year at one-half salary.)

<table>
<thead>
<tr>
<th>Length of sabbatical</th>
<th>No salary</th>
<th>Half salary</th>
<th>Full salary</th>
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</table>

Sources of funding if other than the University: (If a recipient of a sabbatical leave accepts income from other sources during the sabbatical leave, the University salary may be adjusted.)

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Site of sabbatical or leave activities:

Address: ________________________________________________________________

City: __________________________ State: ______________ Zip Code __________

If you will be located at another university, corporation, etc., provide the following:

Name: ______________________ Contact person: ______________________________

Contact’s telephone, e-mail, mailing address:

____________________________________________________________________________
If applicable, attach a copy of your letter of agreement with an outside agency or institution

Attach a proposal in which you describe in detail the following:

- The goals and objectives for your sabbatical leave.
- A plan of action for accomplishing the goals and objectives.
- Information regarding the person who will be directing your effort and his/her qualifications.
- How the sabbatical leave will enhance your professional and academic skills.
- How the sabbatical leave will benefit the School of the University.
- If applicable, attach any additional support information for your sabbatical leave request.

Faculty member’s signature Date

To be completed by Department Chair

Comments concerning sabbatical request:

How will this request effect your department:

Are additional funds needed to support this request:

Approved: ____________  Not Approved: ____________

Department chair’s signature Date

To be completed by Dean

Comments concerning sabbatical request:

Approved: ____________  Not Approved: ____________
Appendix F: Promotion and Tenure Checklist and Forms

For the Candidate

The dossier must include:

- Most recent curriculum vitae.
- Copies of publications.
- Summary of student and peer evaluations of teaching.
- Copies of original reports of student and peer evaluations of teaching.
- Cumulative MBOs (listing of yearly MBOs and their disposition).
- Other documentation supporting performance levels achieved in teaching, research or scholarly activity, and service per the evaluation criteria.
- Candidate’s letter addressing the following:
  - Performance levels achieved (distinguished, excellent, good, adequate) in three areas: teaching, research or scholarly activity, and service.
  - Detailed justification of performance levels indicated.
  - A summary of degree to which MBOs were met.
- Names of five potential external reviewers.
  - Reviewers are recognized as experts in their fields.
  - Reviewers are from a similar work setting as the candidate.
  - At least three reviewers hold academic appointments at a school of pharmacy and are at the same or higher rank as candidate.
  - Reviewers were contacted by candidate to determine willingness to review.
- Signed Waiver of Access to Submitted Evaluation Materials from External Reviewers (see below)
- Completed check-list.

Service/Administration Summary (% Allocation)

Faculty Name:

<table>
<thead>
<tr>
<th>Service Title</th>
<th>Dates</th>
<th>University</th>
<th>College</th>
<th>Department</th>
<th>Practice Site</th>
<th>Administrative</th>
<th>Professional Organizations</th>
<th>Leadership (list role)</th>
</tr>
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</table>

Summary
- College committees
- University committees
- Department committees
- Practice site
- Administrative
- Professional organizations

8/22/2017
### Scholarship (Percent Scholarship)

**Candidate Name:**

#### Manuscripts

<table>
<thead>
<tr>
<th>Citation</th>
<th>Article Type (Original Research, Review, Case report, Other)</th>
<th>Peer Reviewed</th>
<th>First Author</th>
<th>Senior/Corresponding Author</th>
<th>Impact Factor*</th>
<th>Status (Published, Accepted, Submitted)</th>
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*Source of Impact Factor=

#### Book Chapters

<table>
<thead>
<tr>
<th>Citation</th>
<th>Peer Reviewed</th>
<th>First Author</th>
<th>Senior/Corresponding Author</th>
<th>Status (Published, Accepted, Submitted)</th>
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#### Published Abstracts

<table>
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<tr>
<th>Citation</th>
<th>Platform or Poster Presentation</th>
<th>Peer Reviewed</th>
<th>First Author</th>
<th>Senior/Corresponding Author</th>
<th>Status (Published, Accepted, Submitted)</th>
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#### Summary

- Published:
  - Total articles
  - Original research
  - Review articles
  - Case reports
  - Book Chapters
  - Published Abstracts
Teaching Summary (% Allocation)

Candidate Name:

<table>
<thead>
<tr>
<th>Date (Semester and Year)</th>
<th>Course Number and Name</th>
<th>Course Role (Instructor, Co-coordinator, Coordinator)</th>
<th>Lecture Hours</th>
<th>Facilitator/Breakout Hours</th>
<th>Overall Student Evaluation</th>
<th>Overall Peer Evaluation (when available)</th>
<th>Comments (Innovative methods, Changes to curriculum, etc)</th>
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*Credit hours listed for courses co-coordinated and electives

Doctor of Philosophy Program Teaching

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<th>Date (Semester and Year)</th>
<th>Course Number and Name</th>
<th>Course Role (Instructor, Co-coordinator, Coordinator)</th>
<th>Lecture Hours</th>
<th>Laboratory Hours</th>
<th>Overall Student Evaluations</th>
<th>Overall Peer Evaluation (when available)</th>
<th>Comments (Innovative methods, Changes to curriculum, etc)</th>
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Experiential Teaching

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<thead>
<tr>
<th>Year</th>
<th># of APPEs</th>
<th># of Students</th>
<th>Overall, student evaluations</th>
<th># of IPPEs</th>
<th>Est. Contact hours</th>
<th>Overall, student evaluation</th>
<th>Comments (Innovation, changes to curriculum, peer evaluations)</th>
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</table>

Major Advisor to Graduate Students

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<tr>
<th>Year</th>
<th># of PhD Students</th>
<th>Est. Contact Hours</th>
<th>Comments (Innovation, changes to curriculum, peer evaluations)</th>
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</thead>
<tbody>
<tr>
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</table>
Facilitation (outside of assigned teaching)

<table>
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<tr>
<th>Date (Semester and Year)</th>
<th># of Facilitations</th>
<th># of Hours</th>
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</thead>
<tbody>
<tr>
<td>Spring 20XX</td>
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</table>

Summary

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<thead>
<tr>
<th>Hours</th>
<th>Students</th>
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<td>PharmD Classroom</td>
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<tr>
<td>Graduate Classroom</td>
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<tr>
<td>APPE</td>
<td></td>
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<tr>
<td>IPPE</td>
<td></td>
</tr>
<tr>
<td>Facilitation</td>
<td></td>
</tr>
<tr>
<td>Graduate Students</td>
<td></td>
</tr>
</tbody>
</table>

For the Department Chair

Prepare a written letter of recommendation addressed to the Chair of the Promotion and Tenure Committee:

_______ Letter consists of a detailed justification of the recommendation addressing the candidate’s performance in teaching, research or scholarly activity, and service.

_______ Letter summarizes degree to which MBOs were met.

_______ Candidate is provided a copy of letter of recommendation.

Forward the following materials to the Promotion and Tenure Committee:

_______ Candidate’s dossier.

_______ Your letter of recommendation.

_______ Completed check-list from candidate and Department Chair.

For the P and T Committee

_______ Signed Confidentiality Statements from each Committee member. (see below)

_______ Memo sent to Department Chairs regarding promotion and tenure schedule.

_______ Includes the date by which the candidate’s dossier should be submitted to the Promotion and Tenure Committee per the University schedule or earlier.

_______ Reminds Department Chairs to set an internal/departmental date to allow sufficient time for their own review of the candidate’s dossier.

_______ Memo sent to Dean listing faculty requesting promotion or tenure.

_______ Outside reviewers selected and contacted.

_______ Three reviewers selected from the list provided by the candidate.

_______ The following materials duplicated and sent to outside reviewers, along with a letter from the Promotion and Tenure Committee chair requesting the review. The letter will state that their review will be held in confidence and only reviewed by members of the Promotion and Tenure Committee and the Dean of the College:

_______ Mercer’s promotion and tenure policy.

_______ Candidate’s letter of justification.

_______ Curriculum vitae.

_______ Copies of original reports of student and peer evaluations of teaching.

_______ Copies of the title page or first page of all publications.

_______ Committee deliberation.
Each dossier and Department Chair’s recommendation is reviewed by all Committee members.
Committee deliberation completed.

Committee recommendation.
Written letter from the Chair of the Promotion and Tenure Committee addressed to the Dean.
Letter consists of a detailed justification of the Committee’s recommendation.
Copy of letter given to the candidate.
Copy of letter given to the candidate’s Department Chair.

Materials forwarded to the Dean:
Letter from the Chair of the Promotion and Tenure Committee.
Candidate’s dossier.
Recommendation letter from the Department Chair.
Letters from outside reviewers.
Completed check-list from candidate and Department Chair.
Completed check-list from Promotion and Tenure Committee.
Mercer University College of Pharmacy
Waiver of Access to Submitted Evaluation Materials from External Reviewers

As part of the promotion and tenure process, I hereby waive, in advance, my legal right of access to see the evaluation materials requested from and submitted by external reviewers of my ______ (insert year) dossier prepared in support of promotion and/or tenure. I understand I will retain my right of access to written evaluations prepared by my department chair, the Promotion and Tenure Committee, and my dean. I make this waiver with full knowledge of my legal rights under Georgia law as outlined above. This waiver may be submitted to proposed reviewers.

Name ____________________________________________

Signature ____________________________________________ Date

By my signature below and in consideration of my participation as a tenure and/or promotion committee member or as a reviewer in the tenure and promotion process at Mercer University College of Pharmacy, I agree to adhere to the following:

1. I accept responsibility to protect the integrity of the tenure and promotion process at Mercer University College of Pharmacy and of all candidates.
2. I agree to disclose to my department chair, the executive associate dean, or to the dean of my college any appearance of real or potential conflict of interest in relationship between myself and a candidate.
3. I acknowledge that information management is a crucial component of the tenure and promotion review process. This includes information received and developed about candidates, their departments, and college. I understand this effort is necessary to maintain the highest quality faculty. Specifically, I will adhere to the following:
   a. I will respect the absolute confidentiality of all candidates. I will not discuss the identity of or any other information about candidates before or after my review and/or the review committee completes its work.
   b. I will be fair, accurate, honest, and responsible in my management of information germane to the review process.
   c. I will guard against inaccuracies, carelessness, bias, and distortion made by either emphasis or omission of information.
   d. I will strive to treat issues impartially and handle controversial subjects dispassionately.
   e. If requested, I will provide accurate and complete reports on candidates to the department chair, the executive associate dean, or the dean of my college.
4. I will place the best interest of Mercer University College of Pharmacy ahead of all special and personal interests, and I will use common sense and good judgment in applying ethical principles to review all work.
5. I consider this statement to be a matter of personal and professional responsibility.

________________________________________  ____________________________
Signature                                          Date

________________________________________
Printed Name

Approved by Executive Committee 2/2/2016 and FAC 4/12/2016
Appendix G: Professional Development Network Guidelines

**PDN Faculty Guidance**

**Expectation of Faculty Involvement:** *Please refer to PDN Central for additional resources*

- All faculty members of the College of Pharmacy will serve as a mentor for pharmacy students within the PDN structure. An individual faculty member’s involvement with PDN will be assessed via the MBO process.

- Faculty should schedule a minimum of 2 PDN group meetings per year (P1-P3):
  A “PDN group meeting” is defined as a face-to-face meeting of PDN faculty and students. The faculty advisor should work to coordinate with the alumni members and invite them to meetings in person or via electronic means. The meeting can either be organized by the Office of Student Affairs or an individual PDN faculty member. If a student is unable to attend the group meeting, he/she must notify the faculty member prior to the meeting and get approval to arrange an alternate group or individual meeting to satisfy the requirement. *Of note, approval of absence from PDN group meetings is at the discretion of the individual PDN faculty.*
    - Meeting 1: Fall semester (Introduce group members & open dialogue-see topic options)
    - Meeting 2: Spring semester (See topic options below)
    - *Additional individual faculty/student meetings may be necessary as needed/requested*
    - *It is strongly recommended that faculty meet with P4 students during Capstone week*

- The PDN Hour (Wednesday from 11-12n) is the recommended time for these meetings; however, an alternate time may be utilized based on faculty availability.
  Faculty are responsible for securing a room for the meeting location (the meeting may also take place outside or off campus as appropriate).
  The Office of Student Affairs will provide dates of scheduled PDN Hour sessions in advance to allow for faculty planning.

- Recommended topics for discussion during meetings are as follows (*Please note, these topics are only suggestions and not meant to require a scripted, didactic lecture on part of the faculty. Peer to peer mentoring and discussion may also take place. Additional ideas are provided under the Advisor Resources section of PDN Central):*
  - Code of Professional Conduct and Honor Code
  - Professional organization involvement based on student specific interests
  - Importance of leadership and advocacy
  - Selecting elective courses/APPEs
  - Career development and preparation for residency training
  - Current topics in pharmacy (i.e., provider status)

- Other expectations include:
  - Contact students experiencing academic difficulties within courses
  - Recognize PDN student(s) with exceptional professionalism/PDN engagement
  - Be available to meet with students individually as other needs arise
  - **Review portfolio requirements/reflections at the end of fall and spring semesters and provide feedback by deadlines provided.** Of note: comments are required from students on the tracking form. **Any necessary remediation must occur prior to block 1/graduation**

*Of note, peer to peer mentoring is also expected, so encourage communication between the group members and consider having upperclassmen discuss with and present to lowerclassmen.*
Appendix H: ExamSoft/SofTest Wi-Fi Outage Procedures

In the event that the campus internet access becomes impaired before or during the administration of an exam via the ExamSoft system, please follow these recommended procedures.

• In general various, always direct students to download an exam before they come to campus. They should not wait until they arrive on campus to complete the download of an exam.

• In the case that a student arrives at the examination room not having downloaded an exam, during a campus internet outage, direct them to connect their his/her laptop to the internet via their his/her phone and then complete the download process. If the student is unable to use their phone to complete the download process, send them him/her to the pharmacy computer lab, and with the assistance of the multimedia designer or the director of learning technology, their his/her laptop will be connected to a temporary Wi-Fi hotspot to allow their exam to be downloaded.

• As If students complete a test and are unable to perform the upload procedure, due to a lack of Wi-Fi availability, make sure they have exited the Softest application. Students should not be allowed to leave their assigned seats until they show that their computer is out of exam-mode and back to the normal desktop display. Inform the students they must open the Softest application later that day by 5 p.m. PM (or sooner) and complete the upload process once their laptop has internet access on campus, at home, or any other location.

• All of the other exam security procedures should be followed as well such as:
  o Assigned seating
  o Attendance check at the start of an exam
  o Bear-card scanning on the way out
Appendix I: Student Evaluation of Courses and Instructors

1. Didactic Course Evaluation

A=Poor    B=Less than adequate    C=Adequate    D=More than adequate    E=Excellent

Using the above scale please rate the following aspects of this course, overall:
(If an item is not applicable, please leave it blank.)

1. Organization of the course.

2. Coordination of team teaching.

3. How well the required materials (textbook(s), course packs, etc.) helped you learn.
   (Comments about specific materials can be provided below.)

4. How well the technology utilized (WebCT, CD-Roms, Online databases, etc.) helped you learn. (Comments about specific technologies can be provided below.)

5. How well the active learning activities (in-class exercises, discussion groups, laboratories, etc.) helped you learn. (Comments about specific activities can be provided below.)

6. Integration of basic science, clinical, and administrative content.

7. How well the testing/evaluation methods reflected content covered.

8. Course overall.

Comments
(Please provide any additional comments about this course below.)
2. Faculty Classroom Teaching Evaluation Form

MERCER UNIVERSITY COP
FACULTY EVALUATION FORM

Course: ___________________________  E = Excellent
Semester/Year: ___________________________  D = More than adequate
Instructor: ___________________________  C = Adequate
Content area: ___________________________  B = Less than adequate
                                      A = Poor

Using the above scale, please rate the following aspects of this instructor’s teaching:
Leave blank any items you feel unable to evaluate.

1. How well the objectives represented the content area(s).
2. Handouts.
3. Audio-visual aids.
4. Organization of the content area(s).
5. Knowledge of the instructor in the content area(s).
6. Ability of the instructor to stimulate thinking in the content area(s).
7. Instructor’s concern about the students’ comprehension of the content area(s).
8. Pace at which the material was presented.
9. Encouragement of class participation.
10. How well the exam questions related to objectives.
11. Willingness of instructor to discuss content area(s) outside of class.
12. Overall teaching ability of this instructor.

Additional Comments
(Strengths and/or suggestions for change)
MERCER UNIVERSITY COP
ADVANCED PHARMACY PRACTICE EXPERIENCE (APPE) PROGRAM

Student Feedback Form

Student:
Rotation Dates:
Preceptor:

All questions must be answered and all comments entered before this form can be submitted. Since certain items may not be applicable to every site, please select “Not Applicable” where appropriate. The information in the preceptor evaluation will remain anonymous and will only be provided back to the preceptor in a format that summarizes the feedback of all students. Your name and the block the rotation was completed will not be provided to the preceptor. This information will be used to help improve the rotation. In instances where problems are noted, Experiential Education faculty will make site visits and determine whether the site should continue to be a part of the program. Therefore, accurate perceptions are essential. Please provide constructive thoughts on how each aspect of the rotation can be improved.

Section 1 Site/Experience

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The site had adequate facilities (e.g. space, resources, computer / internet access) needed to precept students.</td>
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<tr>
<td>Scheduled activities were designed to meet specified course goals and objectives.</td>
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<tr>
<td>Participation in patient care activities helped improve my ability to contribute to patient care.</td>
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<tr>
<td>Non-preceptor staff is engaged in student training activities.</td>
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</table>

Section 2 Overall Evaluation

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<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>This pharmacy practice experience possessed an adequate level of organization and structure.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This pharmacy practice experience provided a sufficient degree of challenge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The pharmacy practice experience allowed me to apply what I have learned in other pharmacy courses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This pharmacy practice experience stimulated my interest in this area of practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This pharmacy practice experience has the potential to provide a positive learning experience for future students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Teaching Abilities Ratings

<table>
<thead>
<tr>
<th>Preceptor Name:</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
<th>Very Good</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>This preceptor’s OVERALL TEACHING ABILITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please describe the STRENGTHS of this rotation / preceptor(s):

Please describe the WEAKNESSES of this rotation / preceptor(s). (Include constructive suggestions for improving the experience). *Weaknesses imply this site should continue to be used for instruction while the weaknesses are resolved.

Please describe PROBLEMS of this rotation / preceptor(s). (Include constructive suggestions for improving the experience). *Problems are areas that suggest the site / rotation should be reevaluated. The site / rotation has clear deficits. NOTE: This section will only be seen by Experiential Program Faculty.
Appendix J: Focus Group Operating Guidelines

Content and Purpose:

Focus group meetings will typically center on discussion of issues related to three areas: student understanding of course material, teaching methods, and classroom management. The purpose of focus group meetings is for students and faculty to obtain candid feedback for improving student and teacher performance in a particular course.

Recommended format:

Leadership. The faculty member in charge of the course will serve as the focus group leader. The leader draws up the agenda for all meetings. Focus group members can submit items for inclusion on the meeting agendas. The leader contacts focus group members to solicit items for the meeting agenda and arrange meeting times. In team-taught courses, the leader may request other faculty in the course attend the focus group meetings.

Meetings. The leader should plan to meet with the focus group for approximately 30 minutes, weekly. Meetings can be shortened or canceled in the event the faculty and student members of the focus group have no issues for discussion. Meetings can also be scheduled more frequently if needed.

Recommended code of conduct:

Student focus group members and the faculty member should agree to the following:

- Attend meetings regularly.
- Check e-mail regularly for focus group communication.
- Present issues in advance for inclusion on the agenda.
- Be prepared to inform others and gather data when asked—(So that the opinions of other students regarding specific issues can be brought to the group when needed.)
- Criticize ideas, not people.
- Keep an open mind.
- No reprisals for candor.
Appendix K: Curriculum Change Request

New Course Approval Process

For new courses, the process below should be followed. Note that this process may take 60 days or more and the originator should plan accordingly.

- The faculty member or team of faculty initiates the process by completing a Curriculum Change Request Form and submitting the form and supporting documentation, including a course syllabus containing learning objectives that are observable and measurable, to the Curriculum Committee.
- The Curriculum Committee reviews and discusses the course proposal.
- If the course proposal request is denied, a letter of explanation is sent to the originating faculty member(s) from the Chair of the Curriculum Committee.
- If the committee has concerns or identifies omissions, the course proposal is returned to the originating faculty member(s) with a letter from the Chair of the Curriculum Committee requesting comments on the specific items identified by the Committee. The revised course proposal is resubmitted to the Curriculum Committee for review.
- Following this review by the Curriculum Committee, the Curriculum Change Request Form, course syllabus, and any supporting documentation is forwarded to each department for discussion and comment.
- Departmental comments are sent to the Curriculum Committee and any necessary modifications to the proposal are made.
- On approval of the course proposal request, the Chair of the Curriculum Committee informs the originating faculty member(s) as well as the Dean.
- The Chair of the Curriculum Committee will submit the course proposal to the faculty for final review and a vote will be taken at a subsequent faculty meeting. In general, there is a 14-day period of review before the course proposal will be called to vote by the faculty as a whole.

Course Change Request Process

Course modifications (deletion, reactivation or a significant change of approximately 25% or more) must follow the process outlined below.

- The originating faculty member will submit a Curriculum Change Request Form and supporting documentation to the Curriculum Committee. Documentation must include copies of both the old and the new course syllabus with the changes highlighted in the proposed course syllabus.
- The Curriculum Committee reviews and discusses the submitted Curriculum Change Request Form.
- If the course change request is denied, a letter of explanation is sent to the originating faculty member(s) from the Chair of the Curriculum Committee.
- In the event that the Committee has concerns or identifies omissions, the Curriculum Change Request Form is returned to the originating faculty member(s) with a letter from the Chair of the Curriculum Committee requesting comments on the specific items identified by the Committee. A revised course proposal is resubmitted to the Curriculum Committee for review.
- The Curriculum Committee votes on a recommendation regarding the course change request.
- On approval of the course change request, the Chair of the Curriculum Committee informs the originating faculty member(s) as well as the Dean.
- The Curriculum Committee follows the steps outlined in the Curriculum Committee Standard Operating Procedure Manual in the section entitled “Faculty Approval (Vote) Process and Implementation for Items Recommended by the Curriculum Committee.”
Curriculum Change Request

1. COURSE ACTION REQUESTED:
   - [ ] ADD
   - [ ] DELETE
   - [ ] REACTIVATE
   - [ ] CHANGE (if checked, describe in 1A)
   - [ ] PROGRAM CHANGE

1A. If changes are proposed, please describe the complete nature of the program change or the course change below:

2. PROPOSED LEVEL OF COURSE — (For new course):
   - [ ] 300
   - [ ] 400
   - [ ] 500
   - [ ] 600
   
   COURSE NUMBER — (For course already in catalog):

3. NAME OF FACULTY MEMBER(S) ORIGINATING PROPOSAL:

4. COURSE TITLE:

5. COURSE DESCRIPTION FOR USE IN COLLEGE CATALOG:

6. COURSE FORMAT:
   (Didactic, Laboratory, other)

7. REQUESTED/SUGGESTED MATERIALS:

8. EFFECTIVE SEMESTER: 20

9. CREDIT HOURS:

10. DUPLICATE CREDIT: Can this course be used for graduate credit? 
    - [ ] YES
    - [ ] NO

11. PREREQUISITE/CO-REQUISITE COURSES — (List course numbers and attach justification):

12. IS THIS A SEQUENCE COURSE? 
    - [ ] YES
    - [ ] NO

   IF YES, LIST OTHER COURSES IN SEQUENCE:

13. DESCRIBE IN DETAIL ANY ACTIVE LEARNING STRATEGIES THAT ARE INCORPORATED INTO THE COURSE. THESE CAN INCLUDE: PBL/TBL, cases, student-led review sessions, games, analysis or reactions to videos, student debates, student generated exam questions, mini- research proposals or projects, a class research symposium analysis of case studies, journals or logs, newsletter production, concept mapping, think-pair-share, group work, etc.
14. DESCRIBE THE USE OF ACCESS PHARMACY, CERNER ELECTRONIC HEALTH RECORD, OR OTHER ELECTRONIC RESOURCES THAT ARE INCORPORATED INTO THE COURSE:

15. ARE THERE ANY FINANCIAL CONSIDERATIONS/IMPLICATIONS OR ARE THERE ANY COSTS ASSOCIATED WITH THIS COURSE? If so, please describe in detail.

16. ATTACH BOTH NEW AND OLD (if applicable) COURSE SYLLABI INCLUDING RELEVANT CURRICULAR OUTCOMES AND ASSOCIATED LEARNING OBJECTIVES.

SIGNATURES:

Faculty Member(s) Date

CURRICULUM COMMITTEE APPROVAL AND COMMENTS:

Rev 08/26/2015
Appendix L: Course Syllabus Review Checklist

Mercer University

College of Pharmacy

Course Syllabus Review Checklist

To facilitate review and approval by the Curriculum Committee, any action on a course must be initiated through the curriculum/course change process. A Curriculum Change Request Form must be completed and accompany the course syllabus. Please utilize the following checklists to determine if all relevant information has been provided.

Completed Curriculum Change Request Form

- Course action request (add, delete, reactivate, change)
- Proposed level (300, 400, 500, 600)
- Name(s) of faculty originating proposal
- Course title
- Course number
- Course description
- Course format
- Required/suggested readings and materials
- Effective semester
- Credit hours
- Prerequisite courses
- Sequence course
- Faculty member(s) signature
Syllabus

Course title
Course number
Course description
Course format
Learning objectives
  Behavioral terminology utilized
  Attempt to tie LO to curricular outcomes/competencies
Course presentation outline and time devoted to content areas
Grading policy
Grading scale
Attendance policy
Required/suggested readings and materials

Comments:

________________________________________
Reviewer Signature Date
Appendix M: Measures to Preserve Honesty in Electronic Test-Taking

Measures to preserve honesty in electronic test taking were identified by a faculty ad-hoc committee. The following measures were identified and should be implemented in all required didactic courses:

A. Videorecord all examinations and inform the students. This will require mounting or set-up of videorecording cameras in the following five rooms used for testing by the College of Pharmacy: Pharmacy 172, Pharmacy 175, BE007, Day Hall, and AACC 190A&B. The video footage will be stored on a server and then erased at the end of the academic year. This should help eliminate various forms of dishonesty (e.g., taking exams from off campus, leaving the classroom with exam access, looking on others’ screens, using hand signals, texting, using notes or additional scratch paper, etc.) . The videos would be reviewed in the event a student’s test-taking behavior is called into question. Video recording is consistent with what is now done in pharmacies; however, we would not be attempting to conceal it. Again, students would be informed.

B. Secure additional proctoring assistance from the Ph.D. students and provide proctor training. In addition to the faculty member, secure up to 2 Ph.D. students to serve as proctors in each testing room and one Ph.D. student to proctor the small rooms used for students requiring testing accommodations. The additional measures outlined below will require this additional assistance. Proctor training will be provided at the beginning of every academic year by the Director of Learning Technology.

C. Utilize a seating chart (containing the students’ names and photos when available) for examination taking and require all students to bring a picture ID for examinations. Students would be required to keep their picture ID on their desk while taking the examination. The proctors will serve as a check to ensure the seating chart/ID/student match up. This practice has already been implemented by some faculty. This will serve as an expedient verification that the correct student is in the assigned seat/room.

D. Utilize standard procedures for distributing and collecting scratch paper and for showing green “submission complete” screens and for exiting the room.

i. Students will be required to print his/her name, MUID, and to sign all scratch paper indicating he/she will abide by the Honor Code. One sheet (if required for the exam) will be provided to each student after the examination has started.

ii. When the student has completed the exam, the student should remain in his/her seat and raise his/her hand for the proctor to verify the “submission complete” screens (green screen). At that time, the proctor will collect the student’s scratch paper.

iii. When exiting the exam room, the student should swipe his/her bear card upon leaving the room. The bear card swipe serves as a final check that the submission time and exit time are consistent. One exception is for exams in Day Hall. Because of the theatre style seating, the proctors will not be able to check green screens at the students’ desks. However, because there is only one exit point in Day Hall, the checking for green screens, collection of scratch paper, and bear card swiping will be done at the exit. The use of additional proctors described above will facilitate this being done consistently.

E. Upon conclusion of the examination, course coordinators should take steps to ensure via ExamSoft that all students who downloaded the examination have uploaded the examination within 10 minutes.
F. Test-taking procedures should be made available on all Moodle course pages. These standardized procedures along with other procedures currently in place should be housed on Moodle. All syllabi should include a link to them as required procedures for examination taking.

G. Quizzes. Quiz-taking behavior has not presented the same problems as test-taking because quizzes are more low stakes. Faculty should be encouraged to ensure honest quiz-taking behavior; however the above procedures are not required for quizzes.
Appendix N: Academic Integrity Violation Report Form

ACADEMIC INTEGRITY VIOLATION REPORT FORM
Mercer University College of Pharmacy

STUDENT _______________________________ COURSE ____________________

The student is being accused of the following violation(s) of the Honor Code (select all that apply):

☐ Cheating
☐ Plagiarism
☐ Lying
☐ Academic Theft
☐ Academic Negligence
☐ Other (please describe below)

Provide a description of the alleged violation, including date. (Attach an additional sheet if necessary.)

__________________________________________________________________________________________________

Proposed Sanction (as outlined in the Honor Council Constitution in the College of Pharmacy Student Handbook)

A grade of 0 (or the equivalent) on the exam or assignment in question

Full Disclosure: Any initial report which assigns responsibility of an incident of academic dishonesty to a student will be regarded as a “first offense.” Any subsequent report which assigns responsibility of an incident of academic dishonesty to a student will be regarded as a “second offense.” This includes reports made by faculty, the Honor Council Faculty Advisor, or an administrator, as well as reports resulting from Honor Council proceedings.

Check all of the following that apply:

☐ The student has been notified (orally or in writing) of an alleged incident of academic dishonesty involving him/her and has been advised of their options. (The student should be allowed 2 College days to accept or refute responsibility for the alleged violation prior to requiring a signature on this form.)

☐ The student accepts responsibility for the incident of academic dishonesty and accepts the sanction indicated above as outlined in the Honor Council Constitution.

☐ The student does not accept responsibility for the incident of academic dishonesty and requests adjudication by the Honor Council (refer to articles VII and VIII of the Honor Council Constitution).

______________________________________   ______________
Student Signature       Date

______________________________________   ______________
Faculty Signature OR Honor Council Advisor  Date

Please send the completed form to the Executive Associate Dean
Appendix O:  Faculty Handbook Style Guide

1 General Handbook Formatting

Persons preparing amendments for the Faculty Handbook should strive as much as possible to write the material in a way that adheres to Handbook formatting and observes these guidelines.

1.1 Abbreviations
The following are spelled out fully when first used each major section of the Handbook (Section A, Section B, etc.), and may thereafter be mentioned as shown: COP (COP)

1.2 Capitalization
Avoid ad hoc capitalization.

1.3 Alignment
The text should be flush-left and ragged-right (i.e., left-, but not right-justified), single-spaced. Insert one line between each section.

1.4 Paragraphs
Each new paragraph should be assigned a new subsection number and a title for easy reference. The number should appear in boldface followed by two spaces, then the section title in boldface (without terminal punctuation) followed by four spaces; text should then begin in 12-point Times New Roman font. In the few cases where titles of subsections are thought inappropriate, the subsection number should be in boldface followed by two spaces, and then the text should begin in 12-point Times New Roman font.

1.5 Contents
Avoid mention of information likely to become dated quickly (e.g. specific office hours).

2 Section Headings

2.1 Sections
Main sections should be in Title Case 16-point Times New Roman font (must use MS Word function: Heading 1 under Styles Menu to format Table of Contents automatically). Boldface Title Case 14-point Times New Roman font should be used for all section and subsection numbers and headings (must use MS Word function: Heading 2 under Styles Menu to format Table of Contents automatically).

2.2 Appendix Labels
Appendix labels (A, B, C, etc.) should be in the heading of the first page of the respective appendix (must use MS Word function: Heading 3 under Styles Menu to format Table of Contents automatically).

3 Lists

3.1 Formatting
When the context makes it clearer to create a brief list rather than to itemize within a paragraph (e.g. when several items are required to be included in some document or file), a numbered list [Roman number two spaces and a (.)] may be used and a period should be at the end of the item in each list that contains more than one word. The numbered list should be indented five spaces from left of the line above the list (use MS Word list
function: under paragraph menu, multilevel list, Current List). The first word in the list should be capitalized. There shall not be a line inserted between the last line of text and the beginning of the list. There shall be one line inserted between the last line in the list and the text of the next section.

1. All faculty that provide patient care shall be immunized.
2. University is closed between Christmas and New Year.
3. Tell
   a. The second level of indented item should start with lower case letters a period and then two spaces.
      i. The third level of indented item should start with lower case “i” then “ii” etc. (This is an option in Microsoft’s list library.)

4 Numbers in the Text

Whole numbers from zero to ninety-nine, round numbers, and numbers at the beginnings of sentences are ordinarily spelled out. For example: “within one week (five working days)” or “three years (or the equivalent) of full-time teaching.” Common fractions and ordinals should also be written out (“two-thirds of the members present”). Exceptions include tables of figures, contexts where numbers appear together in close proximity, time of day, and dates:
The collection contains some 300,000 catalogued volumes, approximately 1,500 current newspaper . . .

5 Punctuation

Normal rules of punctuation apply to the Handbook. Avoid ad hoc use of symbols and special characters (e.g., diamond bullets). Academic degrees should be punctuated with periods (.) (e.g., Pharm.D., Ph.D., M.P.H., M.S., B.S., etc.). Use a comma before “and” when listing items in a series (i.e. Sam, Susan, and Taylor).

6 Typefaces

Use 12-point Times New Roman font. Underlining may be used to emphasis key words. Do not use italics or bold to emphasis key words.

Main sections should be in **Title Case 16-point Times New Roman** font (must use MS Word function: Heading 1 under Styles Menu to format Table of Contents automatically).

First level subsections should be **Boldface Title Case 14-point Times New Roman** font should be used for all section and subsection numbers and headings (must use MS Word function: Heading 2 under Styles Menu to format Table of Contents automatically).

Second level subsections should be **Boldface Title Case 12-point Times New Roman** font (do not use heading function because these should not appear in appendix).

7 Table of Contents

The table of contents is formatted using MS Word function under References Menu, Table of Contents.