

MERCER
UNIVERSITY

COLLEGE OF PHARMACY

Faculty Handbook

*Faculty Bylaws,
Operating Guidelines
and Procedures*

Revised July, 2022

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A. Mission, Vision, and Core Values

A.1 Mission Statement

Mercer University College of Pharmacy advances health through innovations in teaching, research, patient-centered care, and service.

A.2 Vision

Empowering ourselves and others to cultivate passion to enrich health and improve lives.

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, straight forward, 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 ongoing 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

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, and Provost 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 the absence of the Dean, 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 staggered, three-year terms. One representative shall be elected annually such that the University House of Delegates always includes three COP members - one will be designated the senior member, one the junior member, and one the novice member – as determined by their length of service. Those eligible for election shall include all faculty members except those holding an appointment as Dean, Executive Associate Dean, 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. Vacated, 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. Items of Business
 - f. Announcements
 - g. Adjournment
5. Normally, new business intended for discussion by the Faculty at a regular meeting shall be

presented in writing to the Chair of the Faculty Advisory Council 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 50% plus one 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

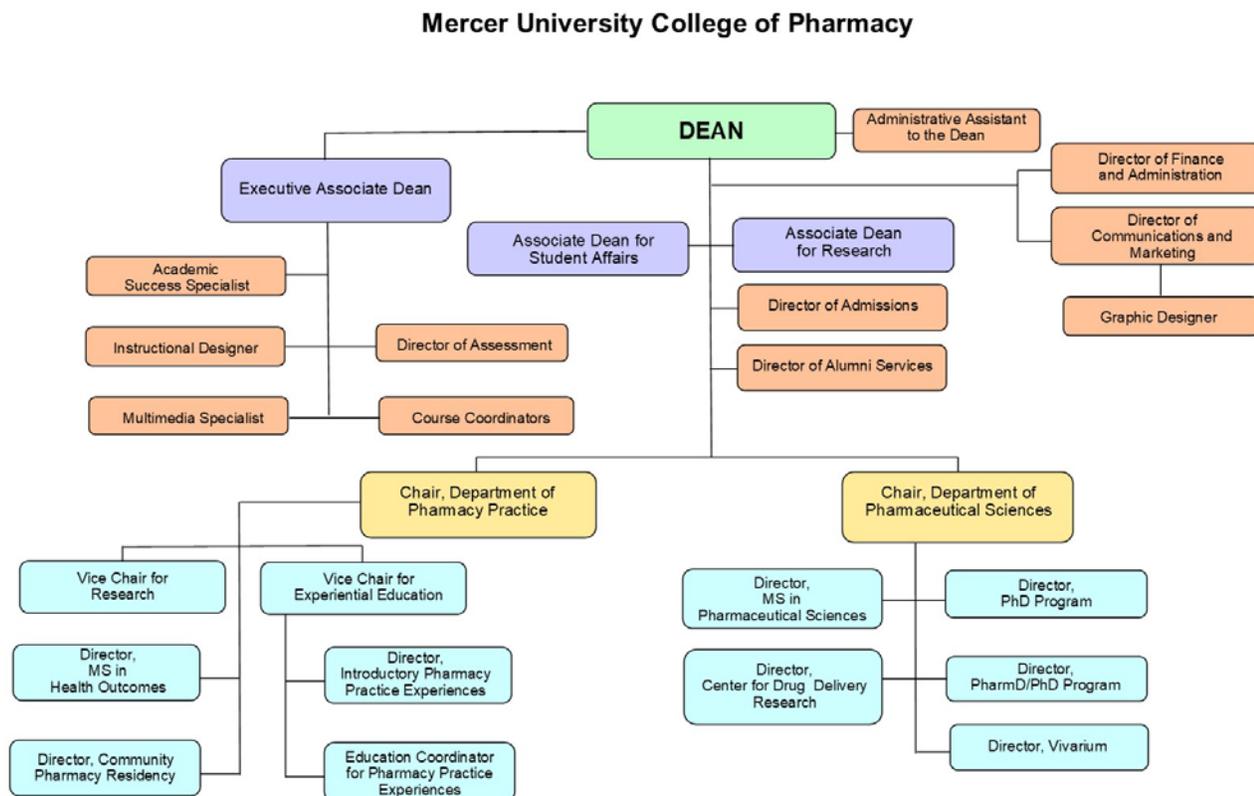
COP Faculty members are involved in the policy and decision-making processes within the COP by their participation in Faculty meetings and on Committees. The COP has several standing committees. Standing committees of the Faculty are appointed (except for the Committee on Promotions and Tenure and Faculty Advisory Council, 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 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 Admissions Committee, College of Pharmacy Educator Award Committee, College of Pharmacy Research Award Committee, College of Pharmacy Service Award Committee, Executive Committee, Faculty Advisory Council, Promotion and Tenure Committee, and Research Program Advisory Committee. Committees that are advisory to the Faculty include the: Academic Performance and Standards Committee, Assessment Committee, Curriculum Committee, Educational Resources Committee, Honors, Awards, and Scholarships Committee, and Professionalism 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.

C. Organization

C.1 Organizational Chart



Rev. June 20, 2022

C.2 Administrative Structure

The administrative officers of the COP include the Dean, Executive Associate Dean, Assistant Dean for Student Affairs, Associate Dean for Research, two department chairs and the Director of Finance and Administration. The Director of Communications and Marketing, Director of Admissions, Director of Alumni Services, and Director of Development 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 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 administrative and academic 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 Research

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

C.2.5 Director of 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.2.6 Director of 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 website, social media accounts, printed publications, press releases, and integrated media and video. The Director for Communications and Marketing reports directly to the Dean.

C.2.7 Director of Admissions

The Director of Admissions is responsible for leading recruitment efforts for the Doctor of Pharmacy Program. The Director assists the Dean in advancing the profile of the College and its programs, expanding the qualified applicant pool, and achieving the enrollment goals and objectives. The Director is responsible for implementing and supervising strategies for meeting enrollment goals, assisting in marketing efforts, preparing reports, communicating program and standards of admission to prospective students, assisting in establishing enrollment goals, and building relationships with internal and external constituents.

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 conducts research and applies clinical sciences and administrative sciences to the practice of pharmacy in various settings. The Department offers instruction in pharmacy practice, pathophysiology, pharmacotherapy, and disease state management, drug information/literature evaluation, communication, management, healthcare organization, biostatistics/research design, and introductory and advanced pharmacy practice experiences. The Department also offers a Master of Science in Health Outcomes to prepare graduate students in the practical application of principles of pharmacoeconomic modeling and health outcomes research.

C.3.2 Department of Pharmaceutical Sciences

The Department of Pharmaceutical Sciences conducts research in drug delivery, drug action, and drug discovery. Faculty in the department provide the foundation pharmaceutical science courses in the Doctor of Pharmacy curriculum including physiology, pharmacokinetics, pharmaceuticals, 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 Department Chair is responsible for leadership and supervision of faculty members assigned to the department, following the mission statement of the department, and managing the department 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: director of admissions, 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 College of Pharmacy Research Award Committee

This Committee reviews applications for the College of Pharmacy Research Award submits recommendations to the Dean. The Dean appoints committee members and selects the chair.

C.4.3 College of Pharmacy Service Award Committee

This Committee reviews applications for the College of Pharmacy Service Award and submits recommendations to the Dean. The Dean appoints committee members and selects the chair.

C.4.4 College of Pharmacy Educator Award Committee

This Committee reviews applications for the College of Pharmacy Educator Award and submits recommendations to the Dean. The Dean appoints committee members and selects the chair.

C.4.5 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, chairpersons from each of the academic departments within the COP, the director of finance and administration, director of admissions, director of communications and marketing, director of development, 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 Committee 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 48 hours in advance of the meeting.

C.4.6 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. 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 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 and staff.

C.4.7 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 COP candidates for promotion and/or tenure according to 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 at least five faculty members. These faculty members may hold either a continuous appointment in the COP with a minimum rank of associate professor or a non-tenured appointment at the non-tenure-eligible clinical associate professor level or above. Department chairs and others with supervisory responsibilities for faculty members are not eligible for service on the Committee. Voting on promotion and/or tenure will be limited to Committee members who have met the standard to which a candidate aspires. Non-tenured members may not vote on tenure. Associate professors may not vote on promotion to professor. At least three members shall be professors with tenure with at least one professor with tenure from each department.

At least one member shall be a non-tenure-eligible faculty member of clinical associate professor or clinical professor rank. Each department shall elect two representatives. The department's Faculty Advisory Council (FAC) representatives will conduct the election of departmental representatives. The FAC will distribute an electronic ballot to elect an at-large member from among remaining eligible faculty members of associate professor or professor rank without regard to tenure status. 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 chairperson shall be in the second year of the term of service and elected by the members of the Committee.

C.4.8 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 each department, the Assistant Dean for Student Affairs, and a student representative. The Dean shall appoint the chairperson. Appointments are made annually.

C.5.2 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 the Director of Assessment, Director of Admissions, a student, an alumni member, and representatives from experiential education and both academic departments. The Executive Associate Dean serves in an ex-officio capacity. Appointments are made annually. The Dean will appoint the chairperson and vice-chair.

C.5.3 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. The Committee conducts annual course reviews. Membership includes at least two faculty members from each department, one or more students, and one alumni member. The Executive Associate Dean and Director of Assessment serve as ex-officio members. The Dean will appoint the chairperson and vice-chair. Appointments are made annually.

C.5.4 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 includes at least one representative from each department, a representative from the library and a student. The

Dean will appoint the chairperson and vice-chair. Appointments are made annually by the Dean. Representatives from computer and media services are also invited to serve as members.

C.5.5 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 the necessary funds are obtained and available for scholarships. The Committee consists of at least one representative from each department 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.5.6 Professionalism Committee

The Committee is responsible for monitoring and developing policies and strategies to ensure and enhance student professionalism. It 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 with the Chairperson appointed by the Dean.

C.6 External Advisory Committees

C.6.1 Board of Visitors

The Board of Visitors is advisory to the Dean and University President. It is composed of members of the pharmaceutical industry, academia, practice, pharmacy associations, and the private business community. The Board provides input on employer needs, emerging trends, curriculum, research and financial planning. The Board meets in the fall and spring each year.

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 vice chair of the Department of Pharmacy Practice for Experiential Education, experiential education faculty, and preceptors. Appointments are made by the Dean upon the recommendation of the vice chair for experiential education.

C.6.3 College of Pharmacy Alumni Association Board of Directors

The Board of Directors leads the pharmacy alumni association in support of the Mercer University Alumni Association to network, create goodwill, and maintain contact with alumni members. The Board advises the Dean on matters of alumni involvement and priorities of the strategic plan. In addition to its advisory role, the Board selects alumni awards.

C.6.4 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, University Undergraduate Council, and University Graduate Council.

C.7 Committee Charge Process and Reporting Policy

The Dean will convene and charge each committee at the beginning of each academic year. Each committee chair will provide a year-end report of the committee.

C.8 Description of Centers

C.8.1 Center for Drug Delivery Research

In collaboration with the School of Medicine, the Center for Drug Delivery Research investigates drug targets and formulation, including both basic and translational aspects. The mission of the Center is to promote a strong multidisciplinary team-based approach to drug targets and drug delivery.

C.8.2 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 can 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 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.

D. Faculty Policies

D.1 Faculty Orientation Policy

The faculty orientation policy should serve to guide the department chair 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 the 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 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 8:30 a.m. - 5:00 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 Committee 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 in 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, Student Grievance Process, and other pertinent student policies.
8. 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.
9. Provide copies of reading materials on active learning, scholarship of teaching, and the pharmacy profession.
10. 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 a copy of the College catalog.
2. Arrange with the physical plant to obtain keys.
3. Orient the new faculty member to:
 - 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 clerical 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.
 - i. 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. Clinical Research: To be discussed with the vice chair for research of the Department of Pharmacy Practice.

D. 1.5 New Faculty Orientation in Macon

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. The President of the University, Provost, and Dean are ultimately responsible for the physical and fiscal resources necessary for implementation and maintenance of the faculty development program. The success of the program is 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 department chairs and individual faculty members. It is the responsibility of the department chair to provide 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 needs and through discussions with the department chair focus on and address those needs through the faculty development program.

D.2.2 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 members):
 - a. Goal: Provide support and encouragement to all faculty so that they may excel in teaching.
 - b. Implementation:
 - i. Course objectives and outlines (syllabi) with descriptions of course content will be established by faculty members 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 members 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. 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 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. An academic-year-long series of seminars collectively known as The Faculty College will be provided, 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 three years or fewer will also be invited to attend.

2. Innovative Teaching Methods (all faculty members):

- a. Goal: Provide the appropriate environment and opportunity for faculty to develop and implement innovative teaching methodologies in the classroom and experiential setting.
- b. Implementation:
 - i. Faculty members will be encouraged and given sufficient time to develop proposals for innovative teaching methods.
 - ii. Faculty will attend conferences and workshops wherein new and innovative teaching methodologies and technologies are introduced to the faculty.
 - iii. Teaching assignments will be made flexible for faculty to implement innovative teaching methodologies.
 - iv. Faculty developing and implementing innovative teaching methods will be encouraged to share experiences with colleagues at Mercer as well as through publications and presentations at academic meetings.
 - v. The College of Pharmacy Educator Award will recognize faculty members who undertake the responsibility of introducing and evaluating innovative teaching methods.

3. Research/Scholarly Activity (new faculty members and experienced faculty members with limited previous involvement):

- a. Goal: To provide the environment and stimulation of independent research and scholarly activity by faculty members who are beginning their academic or research careers.
- b. Implementation:
 - i. Sufficient support will be made available to each new faculty member at the time of appointment.
 - ii. Opportunities for the presentation of scholarly work at professional meetings will be made available in accordance with the College's travel policies.
 - iii. 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.
 - iv. Department chairs will establish research/scholarly activity objectives to be

accomplished within a reasonable time period with new faculty members upon appointment.

- v. At least on an annual basis, department chairs, through the MBO process, will evaluate the faculty member's research/scholarly activity progress and provide appropriate feedback.
- vi. Established faculty members with a successful research/scholarly activity record may be assigned as mentors to guide and assist new or other interested faculty members in establishing goals for a research/scholarly activity program and in learning techniques essential for reaching those goals. New and/or interested faculty members will be assigned a mentor.
- vii. Formal and informal internal grant review mechanisms at departmental levels will be followed to enhance grant writing skills of new faculty.
- viii. 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.
- ix. Support for seed grants will be made available for faculty members.

4. Research (established faculty members):

- a. Goal: Provide an environment for established faculty members 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 Associate Dean for Research will assist investigators in obtaining internal funds for the purchase of research instrumentation.
 - v. Research opportunities with other universities and colleges of pharmacy will be explored by the Dean, Associate Dean for Research, department chairs, and faculty.
 - vi. The College of Pharmacy Research Award 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. Implementation:
 - i. Established (Mid-career and advanced) faculty will be encouraged to undertake new and appropriate teaching and 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.
 - ii. Established faculty will be encouraged as described in the University's sabbatical policy to take a sabbatical leave to enhance scholarly activity.

6. Clinical Services (all practice-based faculty members):
 - a. Goal: Provide support and encouragement to practice faculty to actively participate in the continued improvement and development of patient service activities.

7. Professional Service (all faculty members):
 - a. Goal: To support and encourage faculty to participate and contribute to professional organizations and institutional committees.
 - b. Implementation:
 - i. Support faculty members to participate in leadership roles in scientific and professional organizations.
 - ii. Established faculty will be encouraged and supported for taking leadership roles in University and COP governance.
 - iii. Practice faculty are expected to participate in one or more staff committees of their practice site institution or equivalent committees related to their practice interest.
 - iv. Faculty who serve on state or national committees will make a special effort to nominate qualified colleagues at Mercer for similar positions.
 - v. All faculty will have the opportunity to change their participation on various committees on an annual basis.

D.3 Intramural Research Funding Grants

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

Seed Grant for faculty at the assistant professor level. Maximal requested amount of \$5,000, with a maximum of 3 grants per year for tenure-track faculty and 3 grants per year for non-tenure-track faculty.

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 2 grants per year funded, based on requested budget.

The Request for Applications for seed grants 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.

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 **six** and **twelve** month points.

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 necessary understanding of the academic process for promotion and/or tenure for those faculty in tenure-track positions.
4. To provide the mentee with regular feedback regarding development.
5. To assist the mentee with career development.
6. To assist the mentee with balancing academic responsibilities.
7. 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. Additional time and resources in the form of additional training may also be required. The mentor should receive credit for 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.

To be eligible to serve as a mentor a faculty member must have at least five years of experience as a faculty member.

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 three 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 at least 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 areas, 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 will decide how to continue the mentoring program.

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 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.
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 service responsibilities to the University, College, department, and 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 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 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).

D.4.13 Mentoring Program for Part-time Faculty

The Mentor Program for part-time faculty members is designed to develop their teaching. The extent of mentoring provided depends upon the individual's prior teaching experience and the specific teaching assignment. The chair of the hiring department within the College identifies a teaching mentor. (See D.23 Part-time Faculty Policy for the selection and hiring process used for part-time faculty.)

The teaching mentor is expected to:

- Orient the part-time faculty member to the College, the campus, the teaching facilities, the student body, and student support services.
- Ensure the part-time faculty member has access to the College's learning management system, library databases, email, and any other necessary resources to fulfill duties.
- Orient the part-time faculty member to sections E.10 – E.12 of the COP Faculty Handbook, which outlines the responsibilities for course faculty members among other items related to course coordination.
- For the applicable course, ensure the part-time faculty member meets with the coordinators of the course to review course content, teaching methods, and course administration procedures.
- Meet at least three times to review content, review exam questions, discuss classroom management, student understanding of content, and adherence to responsibilities. Additional meetings beyond the minimum should be scheduled as needed.
- Depending on the needs identified schedule support including, but not limited to, a presentation rehearsal and meetings with the instructional designer, classroom support personnel, members of the Center for the Advancement of Teaching and Learning, administrative support staff, etc.
- In collaboration with the course coordinators, peer review the part-time faculty member's teaching by attending the first in-class presentation provided by this individual using the peer review form (Appendix C). Incorporate feedback from the course coordinator(s)' peer review and discuss the results with the part-time faculty member.

At the conclusion of the teaching assignment, the Chair meets with the part-time faculty member and mentor separately to obtain their feedback on the mentoring that occurred and how it can be improved.

D.5 Faculty Office Hours and Working from Off-Campus

Faculty members are generally expected to be on campus or at practice sites during regular business hours. The COP does not authorize working from home except in rare situations, which require department chair approval. 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 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 department chair in consultation with the faculty member in consideration of all 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 research and provide guidance and mentoring toward completion of the student’s 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. The above numeric approximations may vary depending on the needs of the academic programs of the College.

D.7 Faculty Evaluations

At the beginning of each academic year, each faculty member is expected to develop specific goals for the coming year. These goals should be related to stated goals and current objectives of the strategic plan 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 year, as well as projected goals for the coming 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 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 faculty member is coordinated by the Executive Associate Dean with input from department chairs and is comprised of the following two faculty members: **1.)** A full-time faculty member with at least three years of teaching experience from the individual's department and holding 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, 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 three years of teaching experience, hold 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 three 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 of teaching.
3. Each member of the peer review committee will personally attend one class of the faculty member being reviewed. 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 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 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 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. The department chair upon receipt will give a copy of the joint report to the faculty member being evaluated.
8. The report will be discussed with the faculty member 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 multimedia designer to arrange recording.

D.9 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 the other College of Pharmacy. 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.

D.10 College of Pharmacy Educator Award

The College of Pharmacy (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 Educator Award.

The award will consist of a plaque presented to the recipient at the hooding ceremony, permanent membership in the Center for the Advancement of Teaching and Learning, a one-year membership in the American Association of Colleges of Pharmacy (AACP), and an all-expenses paid trip to the AACP Annual Meeting.

Eligibility – All full-time COP faculty who have been on the COP faculty for four years or more and who have demonstrated significant and sustained contributions to teaching and learning that incorporates scholarly teaching, are eligible.

Nominations – Nominations for the College of Pharmacy Educator Award will be requested on an annual basis. Students, student organizations and faculty members will be invited to submit written nominations for the Educator Award by October 1 of each year. 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. Having won the award before does not preclude future nominations. The award, however, may not be given to the same person again for 4 years.

Guidelines for Preparing Documentation – The Nominee will submit a teaching portfolio by January 15. The portfolio must document sustained contributions to learning and teaching with emphasis over the past four years at Mercer. The portfolio must include:

- *A statement of the Nominee's teaching philosophy.* A well-defined philosophy of teaching statement should reflect who the Nominee is as a teacher and give some insight on the faculty member's values and beliefs about teaching and learning. It should describe the Nominee's goals for teaching and help clarify why one teaches and how one teaches. It provides a public statement for one's 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.

- *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.
- *A description of how the nominee demonstrates the outcomes of their scholarly teaching.* Scholarly teaching is grounded in critical reflection using a systematic and strategic evidence-based approach, with the goal of maximizing learning through effective teaching. This section must include evidence of dissemination of teaching activities. Examples of evidence for scholarly teaching include presentations and seminars on teaching and learning to peers, assessing learning in a class for the purpose of continuous improvement (e.g., what works; inquiry about students' learning, students' prior knowledge, characteristics of a pedagogical approach; qualitative/ quantitative assessments of changes in practice, etc.), essays and reflections on teaching and learning informed by scholarship, mechanisms of sharing teaching and learning with others, etc. Other items that may be part of this section 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. Criteria for evaluating scholarly teaching include evidence of clear goals, adequate preparation, appropriate choice of methods, effective use of methods, modifications of plans and procedures to meet changing circumstances, demonstration of significant results, effective presentation when teaching, and reflective critique of performance.
- *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.
- *A reflection and self-evaluation by the Nominee on their major contributions to teaching and learning.*
-

Selection Method – A committee of students and faculty appointed by the Dean will review the documentation submitted. This committee will consist of the presidents of each class and prior awardees. 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.

- The major contributions of the Nominee are well defined.
- The teaching competence of the Nominee is clearly outstanding.
- The Nominee has a well-defined teaching philosophy and approach to education.
- There is evidence of contribution to the enhancement of student learning.
- There is evidence of sustained contributions to teaching and learning.
- The Nominee has engaged in scholarly teaching and there is evidence of sharing of contributions with others.

D.11 Admission Interviews

All faculty members are required to be part of the admission interview team. Responsibilities include:

1. Attend a training session.
2. Interview the specified number of applicants. This number is set by the director of admissions, who sends interview sign-up instructions early in the fall and spring semesters.
3. Submit an online assessment form within 24 hours after the interview using the PharmCAS WebAdMIT system.

D.12 Faculty Participation in Externally Funded Activities

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 Facilitates and Administration (F&A) Cost Policy on the University website).

D.13 Cost-Sharing for Intellectual Property

The cost of vetting of intellectual property will be shared by the faculty member through the F&A account. The faculty member will pay 50% of the cost. If a faculty member does not have an F&A account, the College will loan the cost and bill the F&A against future funds. If the evaluation is favorable and a patent is filed, the COP will reimburse the F&A account and assume all costs of implementing the commercialization strategy.

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 Institutes of Health, and 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 College of Pharmacy Research Award

To recognize faculty who have made significant scientific contributions in their area of research and to promote outstanding research, the Mercer University College of Pharmacy annually presents the College of Pharmacy Research Award.

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 scientific meeting of a professional organization in the awardee's area of research.

Eligibility – All full-time faculty members who have been on the COP faculty for four years or more and who have demonstrated significant and sustained contributions to research are eligible.

Nominations – Nominations for the award will be requested on an annual basis. Faculty members will be invited to submit written nominations for the award by October 1. Having won the award before does not preclude future nominations. The award, however, may not be given to the same person again for four years. The nominating statement should be a thoughtful reflection of why the nominee is unique as a researcher. The nominee is notified and provided the opportunity to accept or reject the nomination.

Guidelines for Preparing Documentation – The nominee will submit a research portfolio by January 15. The portfolio must document contributions to research with emphasis over the past four years at Mercer. The portfolio must include:

1. A curriculum vitae.
2. A list of refereed and other research publications.
3. A list of research grants or contracts awarded.

4. Other relevant activities.
5. Honors received and invited lectures given.
 - a. Research presentations and peer review activities.
 - b. Professional organization memberships and offices held.

Selection Method – A committee of faculty appointed by the Dean will review the nominating statement and research 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 a recipient.

1. The major research contributions of the nominee are well defined.
2. The research competence of the nominee is clearly outstanding.
3. The nominee documents original and innovative contributions and provides evidence of quality.
4. There is evidence of sustained contributions to research.
5. The nominee's contributions clearly bring prestige to the COP.

D.16 College of Pharmacy Service Award

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 College of Pharmacy Service Award. The award will be presented to a faculty member who has demonstrated a commitment to the mission of the COP through significant contributions and achievements consistently exceeding service requirements typically expected for the individual faculty member. The award will consist of a plaque presented to the recipient at the annual hooding ceremony, a one-year membership in a professional organization of choice, and an expense-paid trip to a meeting of a professional or scientific organization.

Eligibility – All full-time College faculty who have been on the COP faculty for four years or more and who have demonstrated significant and sustained contributions to service are eligible.

Nominations – Nominations for the award will be requested on an annual basis. Faculty members will be invited to submit written nominations for the award by October 1. Having received the award previously does not preclude future nominations. 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 January 15. The portfolio must document sustained contributions to service. The portfolio must include:

1. A summary of the nominee's major contributions to service to the College and profession. This section must make the case for the nominee's unique service qualities.
2. A reflection and self-evaluation by the nominee on major contributions to service.
3. At least three letters of support documenting the nominee's contribution to service.

Selection Method – A committee of faculty members appointed by the Dean will review the nominating statement and service portfolio. Recommendations for selection will be based on the criteria listed below. The committee will forward a recommendation, based on majority vote, to the

Dean by March 15. 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 a recipient.

1. Service contributions substantially and consistently exceed in quality those normally expected of a faculty member.
2. Service performance has resulted in important and significant contributions to the College.
3. Service contributions have resulted in advancement of the reputation and mission of the College.
4. Service competence is clearly outstanding.
5. There is evidence of sustained contributions to service.

D.17 Research Proposal Approval

All proposed research projects must be approved using the designated Research Proposal Transmittal Form available at the mercer.edu web site.

D.18 Interview Procedure for Faculty in the Doctor of Pharmacy Program

D.18.1 Suggested Itinerary

Below is a suggested itinerary that should be adjusted by the search committee and department chairs as needed. For example, candidates with a clinical site will need to visit the site and meet with practitioners.

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 will 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. Department chairs (separately)
 - f. Graduate students (Department of Pharmaceutical Sciences)
 - g. Search committee
 - h. Faculty of candidate's department (collectively)

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

D.18.2 Seminar Topic

It is expected that the prospective faculty member provide a seminar on his/her research endeavors.

D.18.3 Seminar Invitees

The following should be invited to the seminar provided by the candidate:

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

5. Selected professional students

D.19 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 members interested in pursuing a sabbatical should complete the Sabbatical Leave Request Form (Appendix E).

D.20 Faculty Leave Policy

D.20.1 Vacation Leave

All professional, administrative, and 12-month faculty personnel are entitled to 22 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 forward to the next fiscal year. 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 Leave Authorization Request Form and approved by the supervisor. 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., the faculty member should notify the departmental 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.20.2 Professional Leave Policy

Each faculty member is allowed 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 Leave Authorization Request Form must be submitted through the same channels as previously described for vacation leave.

D.21 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. Leave must be approved by the department chair and the Dean in consultation with the Associate Vice-President for Human Resources.

D.22 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.).

3. Funds from grants for travel can be spent on behalf of the faculty member.
4. The COP will make every effort to fund all reasonable travel expenses for invited presentations, papers, or posters accepted, if the professional organization or other sponsor does not reimburse expenses.
5. Faculty members serving as official representatives of the College 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.
6. 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.
7. If receipts are not available, meal expense reimbursement will be limited to \$25.00.
8. The COP requires that all TER Forms be submitted within two weeks of returning from travel. TER Forms submitted beyond the two weeks rule will not be reimbursed.

D.23 Part-time Faculty Policy

Part-time faculty members are hired for specific courses when full-time faculty members are not available. They are selected based on their expertise in the subject area. The department chair, in the department of the course coordinator, evaluates 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.

D.24 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 accomplishments, length of service, and 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 three-year term. Adjunct faculty members may apply for reappointment for additional three-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: more than 12 years

D.25 Conflict of Interest Policy

D.25.1 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 and the 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. Professional or administrative staff who 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.25.2 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; and
 - 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.

D.26 Health Policies

D. 26.1 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 members, residents, and fellows that participate in patient care activities are required to have a current PPD skin test for tuberculosis and an influenza vaccination annually. The Department of Pharmacy Practice will maintain records on each employee undergoing immunization.

D. 26.2 Annual Training Requirements

All faculty members, 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 Biosafety will maintain records on each employee undergoing training.

D.27 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.28 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.29 Benefits

The Mercer University 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.30 Librarian

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

D.31 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 discovery¹.

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.

¹Boyer, E.. Scholarship reconsidered: Priorities for the professoriate. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching. Princeton University Press, Lawrenceville, NJ, 1990.

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 below²:

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.

²Glassick CD, et al. Scholarship assessed: Evaluation of the professoriate. San Francisco, CA: Jossey-Bass, 1997.

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*

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

*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

D.32 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, Promotion and Tenure Committee, and Dean determine if the faculty member is or is not making satisfactory progress toward promotion and/or tenure.

D.32.1 Procedures:

1. A dossier containing the items listed below will be prepared at the completion of the third year of appointment as assistant professor or clinical assistant professor.
 - a. Curriculum vitae
 - b. Summary of teaching, scholarship/research, and service activities (see Appendix F)
 - 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.
 - g. Copies of all grants and/or contracts submitted, funded, non-funded, or in review.
 - 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 July 15, the faculty member will submit the dossier to the department chair with a summary letter outlining accomplishments in teaching, scholarship, and service.
 3. By September 15, 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, or unsatisfactory. The letter will provide justification for the ratings and an overall assessment of progress toward promotion and/or tenure as satisfactory or unsatisfactory. The department chair will also submit the faculty member's summary letter and dossier to the Promotion and Tenure Committee.
 4. By October 15, the Promotion and Tenure Committee will send a letter of its findings to the Dean 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, or unsatisfactory. The letter will provide justification for the ratings and an overall assessment of progress toward promotion and/or tenure as satisfactory or unsatisfactory
 5. By November 15, the Dean will send a letter of findings to the faculty member and 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, or unsatisfactory. The letter will provide justification for the ratings and an overall assessment of progress toward promotion and/or tenure as satisfactory or unsatisfactory.
 6. The department chair will meet with the faculty member to discuss the letter from the Dean and 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.

D.33 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. Promotion review takes into account effort allocation across the academic mission elements of teaching, research and scholarship, and service. Emphasis reflects effort allocation as stipulated in letters of hire and annual appointment letters. In general, tenure-track assistant professors have a majority of effort allocated to research; therefore, greatest emphasis is given to performance in research although satisfactory performance is required in all areas as described below.

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 performance levels (good, excellent, distinguished) required for advancement to individual ranks. The definition also includes the length of time required for individual faculty members 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, including experience in research and teaching. 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 criteria for the rank of assistant professor and attain minimum performance levels of two excellent and one good, including substantial experience and success in research, including sustained extramural funding and publication, and in teaching and professional engagement. Application for promotion will be considered only after completion of the fifth year as 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, 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 criteria for the rank of associate professor and must achieve minimum performance levels of one distinguished, one excellent, and one good, including authoritative knowledge, accomplishments, and recognition in a field of research, and highly effective teaching and professional engagement. Application for promotion may be considered only after completion of the fifth year as 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, 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 poor, 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. Poor: This rating is characterized by less than expected performance.
- b. Good: This rating is characterized by a sustained expected 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. The candidate should have progressed in attaining recognized standing in the professional or scientific field.
- d. Distinguished: This rating is characterized by a sustained performance beyond that which meets the requirements for EXCELLENT and leading to recognition within and beyond the University. The candidate should have progressed in obtaining authoritative knowledge and reputation in the professional or scientific field.

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 performance assessment in the MBO process.

a. Teaching:

i. Definition:

Teaching refers to both classroom teaching of professional and graduate students and 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 the faculty member serves as course coordinator
- (7) Pharmacy practice experiences which the faculty member precepted
- (8) Graduate students, residents, or fellows supervised by the faculty member
- (9) Research associates, visiting scholars, technicians directed
- (10) Students supervised in special projects classes
- (11) New courses/practice experiences developed
- (12) New lecture series developed
- (13) Guest lecturer in course outside of the faculty member's department or temporary course overload to help individual departments
- (14) New instructional techniques and laboratory methods instituted in a class (documentation of changes must be supplied by faculty member along with analysis of effect of change)
- (15) Evidence that contributions to teaching are being adopted or are affecting teaching programs at other institutions
- (16) Evidence of impact on the professional careers of former students and colleagues and junior faculty
- (17) Evidence of activities undertaken to improve teaching skills
- (18) Publications or presentations on new courses, instructional techniques, and laboratory methods

- (19) Teaching awards and honors received
- (20) Invitations from other departments within Mercer University or other institutions to participate in their teaching programs
- (21) Invitations to serve as a consultant in educational programs and methods
- (22) Grants to support instructional activities (where these can be considered an individual faculty member's accomplishments)
- (23) 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 sustained publications, presentations, and acquisition of grants and/or contracts. The tenure-track faculty member must demonstrate the ability to conduct independent original research and grantsmanship. Internal funding through seed grants is noted, but should be leveraged to conduct the scholarship necessary to submit proposals to obtain external funding. Research conducted at another institution prior to appointment at Mercer University is part of the basis for the decision to hire and carries minimal weight in promotion decisions.

ii. Evaluation criteria:

- (1) Grants and/or contracts associated with research activities. Copies of all grants and/or contracts submitted, funded, non-funded, and under review must be provided, along with indication of participation as principal investigator (PI), co-investigator (Co-I), or sub-investigator (Sub-I).
 - Principal investigator (PI) or co-principal investigator (Co-PI): The individual responsible for initiating the writing and procuring of the grant, conceiving the original ideas involved in the grant, overseeing its execution, and providing the most effort.
 - Multiple principal investigators (multiple PI): More than one individual is responsible for initiating the writing and procuring of the research grant, often when multiple institutions are involved. One of the PIs is designated as the contact PI for correspondence purpose with the funding agency, but all PIs on a multiple PI grant submission carry equal weight and credit.
 - Co-investigator (Co-I): The individual who may assist the PI in writing and procuring the grant, conceiving and executing a portion of the studies, and providing significant effort.
 - Sub-investigator (Sub-I): The individual not involved in the writing or procuring of the grant and provides a portion of the effort through execution of part of the grant.
- (2) Publications of original research articles as primary, senior, or contributing author in peer-reviewed journals. Include impact factor with a narrative statement as necessary regarding the scholarly reputation of the journal and number of citations by other authors. Include an authorship contribution statement describing the specific role of the author in the project and publication.
- (3) Presentation of original research at international, national, and regional conferences. Include description of reputation of conferences as

necessary.

- (4) Publications of chapters in textbooks or review articles,
- (5) Educational/informative articles in peer-reviewed journals (e.g., monographs, letters to the editor, continuing education articles, case reports)
- (6) Published evaluation of research (as in book reviews, responses in print)
- (7) Evidence that research has stimulated the work of other researchers or provided new breakthroughs in the field
- (8) Awards received in recognition of research
- (9) Election or appointment to national or international scientific organization in recognition of outstanding research accomplishments
- (10) Appointment to scientific review or advisory committees based on research accomplishments
- (11) In general, contracted fee-for-service activities that do not generate data that are published or disseminated in peer-reviewed journals or research conferences are not considered as research
- (12) Intellectual property protection approvals based on scientific work.
- (13) Other

c. Service:

i. Definition:

Service includes administrative roles such as associate dean, assistant dean, chair, vice-chair, or director in the College and University. Membership and leadership on committees within the University and outside will be evaluated. Service also includes creation, development, and participation in service activities locally, nationally, and internationally.

ii. Evaluation criteria:

(1) College and University service:

- (a) Committee and task force assignments
- (b) Committee chair appointments
- (c) Special service activities
- (d) Leadership and activities related to administrative appointments; e.g., director, vice-chair, assistant dean, associate dean
- (e) Guest lecturer at individual's practice site (e.g., grand rounds, in-services)
- (f) Service as mentor to junior faculty
- (g) Memberships on graduate student advisory committees (include status)
- (h) Service as advisor to student organizations
- (i) Professional Development Network activities (e.g., academic and professional advising)

(2) Service to the profession or discipline:

- (a) Offices held in professional societies or associations
- (b) Committee and task force activities in professional or scientific societies and associations
- (c) Representation of College at association meetings
- (d) Continuing education presentations (submit title, date, audience, sponsor)
- (e) Service as editor or reviewer (e.g., scientific publication, grant evaluation)

- (f) Appointment to serve as a research consultant
- (g) Board or expert certification
- (3) Professional service outside the College:
 - (a) Committee work and leadership (e.g., community group if relevant to professional work, pharmacy and therapeutics committee, human subjects committee/institutional review board)
 - (b) Consulting (e.g., forensic/expert witness, advisory board, clinical practice; designate whether paid or volunteer)
 - (c) Consulting that may provide opportunities for research/ extramural funding
 - (d) Practice experience coordinator at site
 - (e) Residency or fellowship program director
 - (f) Patient care activities. Include assessment of impact and practice advancement at the practice site.
 - (g) Service-oriented publications (e.g., newsletters, special publications, etc.) which can include science- or practice-based publications.
 - (h) Non-college sponsored continuing education programs
 - (i) Non-college lectures or teaching or individual consultation to lay groups in areas relevant to areas of professional expertise
 - (j) Volunteer outreach activities/service learning
 - (k) Education or healthcare planning programs
- (4) Scholarly publications concerning service
 - (a) Publication in non-peer-reviewed publications or online websites (e.g., blogs, professional association newsletters)
 - (b) Evidence that contributions have had effects on policies and programs of the organization
 - (c) Evidence that new knowledge, methods or policies derived from the service has diffused to the organizations or committees
 - (d) Honors and awards received in recognition of outstanding service contributions
 - (e) Invitations from other institutions or organizations including other colleges within Mercer University to plan, organize, or review similar activities
 - (f) Appointments to university, state, and national committees related to the service activities
 - (g) Grants and contracts received to provide service
 - (h) Media interviews and reports
 - (i) Other

D.34 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. Promotion review takes into account effort allocation across the academic mission elements of teaching, research and scholarship, and service. Emphasis reflects effort allocation as stipulated in letters of hire and annual appointment letters. In general, non-tenure-track faculty members have greater effort allocation in teaching and service. Research and

scholarship is required but is considered a secondary expectation. Satisfactory performance is required in all areas as described below.

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 is considered. All non-tenure-track practitioner faculty use the term "clinical" preceding their rank. Non-tenure-track faculty who are not practitioner faculty use the terms instructor, assistant professor, associate professor, and professor. All non-tenure-track research faculty use the term "research" preceding their rank. All non-tenure-track visiting faculty 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 but has limited post-graduate experience.

b. Clinical assistant professor/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, including substantial experience in teaching. For practice-based faculty members, substantial experience in clinical practice and experiential teaching is expected.

c. Clinical associate professor/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, including evidence of good teaching, professional engagement, and achievement in scholarship and research. 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 the applicant has far exceeded performance expectations each year while in rank, 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/professor/visiting professor/research professor:

The rank of clinical professor/visiting professor/research professor is among the highest

honors the University can bestow upon a non-tenure-track faculty member. Therefore, it should be granted only to faculty members who have distinguished themselves in their respective disciplines. For promotion or appointment to 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 achieve minimum performance levels of one distinguished, one excellent, and one good, including authoritative knowledge and reputation in an area of teaching and/or clinical practice, and substantial evidence of scholarship and/or research. 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 the applicant has far exceeded performance expectations each year while in rank, 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. Poor: This rating is characterized by less than expected performance.
- b. Good: This rating is characterized by a sustained expected 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. The candidate should have progressed in attaining recognized standing in the professional or scientific field.
- d. Distinguished: This rating is characterized by a sustained performance beyond that which meets the requirements for EXCELLENT and leading to recognition within and beyond the University. The candidate should have progressed in obtaining authoritative knowledge and reputation in the professional or scientific field.

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 post-graduate 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, and (3) 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 member precepted students, e.g., APPEs, IPPEs
- (7) Students supervised in special projects and/or courses
- (8) Team-taught courses for which the faculty member serves as course coordinator
- (9) Practice experiences on which the faculty member precepted students
- (10) Graduate students, residents, or fellows supervised
- (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 along with analysis of effect of change)
- (16) Guest lecturer in course outside of the faculty member's department or temporary course overload to help individual departments
- (17) Evidence that contributions to teaching are being adopted or affecting teaching programs at other institutions
- (18) Evidence of impact on the professional careers of former students and colleagues and junior faculty members
- (19) Evidence of activities undertaken to improve teaching skills
- (20) Publications or presentations on new courses, instructional techniques, and laboratory methods
- (21) Teaching awards and honors received
- (22) Invitations from other departments within Mercer University or other institutions to participate in their teaching programs
- (23) Invitations to serve as a consultant on educational programs and methods
- (24) Grants to support instructional activities (where these can be considered an individual faculty member's accomplishments)
- (25) Other

b. Scholarship and research:

- i. Definition:
- ii. Competence and accomplishment in scholarship and research, as defined in section D.30, are primarily documented by publications, presentations, and acquisition of extramural grants and/or contracts. The most important factor in assessing scholarship is peer-reviewed publication in the clinical, pedagogical, and/or scientific literature. The faculty member must demonstrate the ability to conduct independent and original scholarship and research. Scholarship and research conducted at another institution prior to appointment at Mercer

University is part of the basis for the decision to hire and carries minimal weight in promotion decisions.

iii. Evaluation criteria (required documentation, unless not applicable):

1. Publications of original research articles as primary, senior, or contributing author in peer-reviewed journals. Include impact factor with a narrative statement as necessary regarding the scholarly reputation of the journal and number of citations by other authors. Include statement of the role of the author in the project and publication.
2. Presentation of scholarship/research at international, national, and regional conferences. Include description of reputation of conferences as necessary.
3. Publications of chapters in textbooks or review articles,
4. Extramural grants and/or contracts associated with research activities
Scholarship and research is secondary to teaching and service in promotion of non-tenure-track faculty members. Faculty members are encouraged to apply for grants to support research when the research is potentially fundable. Success in extramural funding is considered favorably in the promotion review. Internal funding through seed grants is noted, but should be leveraged to conduct the scholarship necessary to submit proposals to obtain external funding.
 - Copies of all grants and/or contracts submitted, funded, non-funded, and under review must be provided, along with indication of participation as principal investigator (PI), co-investigator (Co-I), or sub-investigator (Sub-I).
 - Principal investigator (PI) and co-principal investigator (Co-PI): The individual responsible for initiating the writing and procuring of the grant, conceiving the original ideas involved in the grant, overseeing its execution, and providing the most effort.
 - Co-investigator (Co-I): The individual who may assist the PI in writing and procuring the grant, conceiving and executing a portion of the studies, and providing significant effort.
 - Sub-investigator (Sub-I): The individual not involved in the writing or procuring of the grant and provides a portion of the effort through execution of part of the grant.
5. Educational/informative articles in peer-reviewed journals (e.g., monographs, letters to the editor, continuing education articles, case reports)
6. Published evaluation of scholarship (as in book reviews, responses in print)
7. Evidence that scholarship has stimulated the work of other researchers or provided new breakthroughs in the field
8. Awards received in recognition of research
9. Election or appointment to national or international scientific organization in recognition of outstanding scholarly accomplishments
10. Appointments to scientific review or advisory committees based on scholarly accomplishments
11. Intellectual property protection approvals based on scientific work
12. Other

c. Service:

i. Definition:

Non-tenure-track faculty are often individuals who engage in the practice and

management of exemplary and progressive healthcare services that serve as models of pharmacy practice and/or provide a high level of service to the College and discipline. Service by these faculty members includes participation in and contribution to three distinct areas: the College/University, healthcare organization, and the profession or discipline. Service includes administrative roles such as director, vice-chair, assistant dean, and associated dean in the College and University. Membership and leadership on committees within the University and outside will be evaluated. Service also includes creation, development, and participation in service activities locally, nationally, and internationally.

ii. Evaluation Criteria:

(1) College/University:

- (a) Committee and task force assignments
- (b) Committee chair appointments
- (c) Special service activities
- (d) Service as mentor to junior faculty members or trainees
- (e) Leadership and activities related to administrative appointments, e.g., director, vice-chair, chair, assistant dean, associate dean
- (f) Maintenance of contractual agreement at a practice site
- (g) Invited lectures/seminars to professional and/or public groups
- (h) Service as advisor to student organizations,
- (i) Professional Development Network activities, e.g., academic and professional advising
- (j) Continuing education lectures
- (k) Presentations on instructional techniques or curriculum development,
- (l) Memberships on graduate student advisory committees (include status)
- (l) Other

(2) Service to healthcare organization:

- (a) Delivery, documentation, and assessment of patient care healthcare activities
- (b) Local/national recognition for clinical expertise
- (c) Service on practice site committees, e.g., Pharmacy and Therapeutics, Quality Assurance
- (d) Practice/service-related honors and awards
- (e) Inservices/presentations provided to practice site staff
- (f) Recognition of clinical expertise through invitations from institutions or organizations to plan, organize or review similar activities
- (g) Grants/contracts received to provide service
- (h) Certification as a clinical specialist
- (i) Administrative appointments at practice site
- (j) Development and assessment of new clinical services
- (k) Other

(3) Service to the profession or discipline:

- (a) Continuing education presentations (submit title, date, audience, sponsor)
- (b) Offices held in professional societies or associations
- (c) Representation of the College or practice site at professional association meetings
- (d) Participate in community organizations as health sciences representative

- (e) Volunteer outreach activities/service learning
 - (f) Service as an editor or reviewer, e.g., scientific publication, grant reviewer
 - (g) Service as a clinical consultant or advisory board member (indicate if paid)
 - (h) Other
- (4) Professional service outside the College:
- (a) Committee work and leadership; e.g., community group if relevant to professional work, pharmacy and therapeutics committee, human subjects committee/institutional review board
 - (b) Consulting; e.g., forensic/expert witness, advisory board, clinical practice (designate whether paid or volunteer)
 - (c) Consulting that may provide opportunities for research/extramural funding
 - (d) Practice experience coordinator at practice site
 - (e) Residency or fellowship program director
 - (f) Patient care activities; include assessment of impact and practice advancement at the practice site
 - (g) Service-oriented publications (newsletters, special publications, websites, etc.) which can include science- or practice-based publications
 - (h) Non-College-sponsored continuing education programs
 - (i) Non-College lectures or teaching or individual consultation to lay groups in areas relevant to areas of professional expertise
 - (j) Volunteer outreach activities/service learning
 - (k) Education or healthcare planning programs
 - (l) Evidence that contributions have had effects on policies and programs of the organization
 - (m) Evidence that new knowledge, methods or policies derived from service have diffused to the organization or committees
 - (n) Honors and awards in recognitions of outstanding service contributions
 - (o) Invitations from other institutions or organizations including other colleges and schools at Mercer University to plan, organize, or review activities
 - (p) Appointments to university, state, and national committees
 - (q) Grants and contracts received to provide service
 - (r) Media interviews and reports
 - (s) Other

D.35 Procedures for Promotion

The procedures for promotion describe, in order, the process by which the faculty member, department chair, Promotion and Tenure Committee, and the Dean submit the appropriate documentation including the summary tables, and checklist found in Appendix F. The department chair, Promotion and Tenure Committee, the Dean, Provost, and President through independent processes will make a recommendation for promotion for each candidate.

1. **Progress toward Promotion:** The chair shall annually discuss progress toward promotion with all department faculty members eligible for promotion.
2. **Declaration of Intent:** By May 15, the candidate shall submit a declaration of intent (a 1-2 sentence statement indicating request for review for promotion and/or tenure) to the department chair.

3. **Notification of the Dean:** By June 1, the department chair will provide the Dean a list of faculty members requesting promotion.
4. **Submission of Initial Dossier:** By July 15, the candidate shall submit the complete dossier to the department chair. The complete dossier must include:
 - a. Curriculum vitae
 - b. Teaching, scholarship/research, and service summary tables (Appendix F)
 - c. Copies of all publications or those in press (include proof of acceptance), with six selected publications designated for detailed review.
 - d. Copies of all grants/contracts submitted, funded, not funded (include reviewer comments), or in review.
 - e. Teaching philosophy, self-reflections on teaching, results of all student and peer evaluations of teaching.
 - f. All performance evaluation/MBOs.
 - g. Other documentation supporting performance levels achieved in teaching, research, or scholarly activity, and service per evaluation criteria.
 - h. A self-assessment letter to the department chair describing performance levels (i.e., good, excellent, distinguished), which the candidate believes have been achieved in teaching, research and scholarship, and service. In a summary, the candidate should justify these achievements using evaluation criteria. The letter should summarize the degree to which MBOs were met.
 - i. Completed promotion and tenure checklist (Appendix F: Promotion and Tenure Checklist, Tables, and Forms)
 - j. Once submitted, no revisions or alterations to the dossier can be made or requested, but significant developments such as new publications, grants, awards and leadership achievements can be submitted.
5. **Selection of External Reviewers:** By July 1, the candidate will submit a list of proposed external reviewers to the department chair. By July 15, the department chair will identify at least four external reviewers. The department chair may select reviewers not on the list submitted by the candidate. The candidate will be blind to identities of reviewers. Reviewers must be at the aspirational rank and tenure status or higher. Reviewers must be from colleges of pharmacy at peer universities or higher. External reviewers must be qualified by area of scientific or clinical expertise or administrative leadership that is sufficient to judge the candidate's work. Conflicts of interest must be avoided. Examples include, but are not limited to collaboration on grants, co-authorship, and current or former co-worker relationship. Shared service in national organizations is acceptable.
6. **Chair to Request External Reviewers:** By August 15, the chair will submit the candidate's complete dossier to external reviewers along with a cover letter which provides instructions and the promotion and tenure policy and guidelines. The cover letter from the department chair to external reviewers will state that external reviews will be held in confidence to the extent permitted by law, and will only be reviewed by the department chair, Promotion and Tenure Committee, Dean, Provost, and President.
7. **Reviewer Letters Due to Department Chairs:** By September 15, reviewers will submit letters to the department chairs.
8. **Chair Submits Recommendation to the Promotion and Tenure Committee:** By October 15, the department chair will submit a letter of recommendation with detailed justification to the Promotion and Tenure Committee regarding promotion and/or tenure. The department chair should address the degree to which the candidate's MBOs were met. The department chair's letter, all external reviewer letters, the complete promotion and/or tenure dossier, and the Promotion and Tenure checklist (Appendix F) shall be forwarded to the Promotion and

Tenure Committee. The department chair's letter will be held in confidence and not shared with the candidate.

9. **Promotion and Tenure Committee Submits Recommendation to the Dean:** By January 2, the chair of the Promotion and Tenure Committee, on behalf of the Committee, will submit a letter of recommendation with detailed justification to the Dean regarding promotion and/or tenure. The Promotion and Tenure Committee's letter, department chair's letter, all external reviewer letters, the complete promotion and/or tenure dossier, and the Promotion and Tenure checklist (Appendix F) shall be submitted to the Dean. The letter from the Promotion and Tenure Committee will be held in confidence and not shared with the candidate.
10. **University Review Procedures:** Procedures are defined in the Mercer University Faculty Handbook.
11. **Withdrawal:** The candidate may withdraw from consideration for promotion and/or tenure at any point in the process by notifying the appropriate individual in writing.

D.36 General Quantitative Guidelines for Promotion

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 primarily 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. In addition, faculty citizenship and leadership will be considered. Faculty citizenship is defined as a pattern of behaviors by faculty members that promotes the welfare of the College of Pharmacy, and as a consequence, the larger university structure. Faculty citizenship consists of two primary components: engagement and collegiality. Engagement is defined as positive contributions by a faculty member in assigned activities and participation in additional opportunities toward the development and advancement of the department, College, university, discipline, profession, and/or practice site. Collegiality is defined as interpersonal behaviors that promote a positive and productive work environment and culture that ultimately benefit other faculty members, students, and constituents, as well as the department, College, university, discipline, profession, and/or practice site in which the faculty member is engaged.

It is the responsibility of the candidate to emphasize the qualitative accomplishments and achievements for consideration. Likewise, it is incumbent on all those involved in the review 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, not on a single or few noteworthy achievements. Quantitative guidelines may fail to capture the sustained aspect of a faculty member's achievements. Quantitative factors can be used to support a candidate's dossier, and while these factors are valuable, they cannot substitute for qualitative judgement.

Certain quantitative guidance in scholarship and research, including expectations of research funding application and publication, is included in the College's strategic plan. When research grants and contracts list co-principal investigators, equal credit will be given to each co-principal investigator.

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 extramural grants/contracts, quality and innovation in teaching, and excellence in the faculty member's field of specialization as demonstrated by recognition of 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.

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 members 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 its recommendation to the Dean for consideration and recommendation to the Provost and the President for the April Board of 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 the probationary period at the College. At the end of this period of service, the faculty member will be notified that he or 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 University 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.

D.38 Post-Tenure Review

Methods of evaluating the effectiveness of faculty members are consistently applied to all faculty members of the College, regardless of tenure status. These methods include the following: **(1)** performance evaluations conducted at the endpoint 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).

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

At the second level, the parties should take the matter to the department chair(s) and 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 a department chair is involved in the complaint, the complaint 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 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 appropriate grounds 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. 41 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 purchase, receipt, possession and disposal of drugs, and their proper security, in accordance with Georgia Board of Pharmacy Rule 480-29-04. Mercer University College of Pharmacy's purchases, receives, possesses, and disposes of drugs solely for education and scientific research. The College shall not sell or dispense drugs.

Article II. Definitions

Authorized Personnel. Authorized personnel includes pharmacy faculty members, 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 Accreditation Council for Pharmacy Education.

Controlled substance. Controlled substance is 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 does not purchase, receive, store, or use controlled substances manufactured for human use.

Director of Pharmacy. The chair of the Department of Pharmacy Practice shall serve as the director of pharmacy and apply for the pharmacy permit every two years (odd-numbered years). The director of pharmacy shall be responsible for maintaining accurate records regarding the purchase, receipt, possession, and disposal of drugs utilized for education and research.

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 used for placebo such as lactose, dextrose, and saline are not considered drugs. Per 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 is issued by the Georgia 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 College purchases drugs from a licensed pharmacy or wholesaler. Drugs are picked up or delivered by authorized personnel.

Section 3.02 Possession and Storage of Drugs

Drugs are stored in a locked cabinet, laboratory, or closet and access restricted to authorized personnel. 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 College has a contract with 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 personnel have access to this area. Agents that are used for placebo such as lactose, dextrose, and saline are either poured down the sink or discarded in regular trash. The Department of Pharmacy Practice will designate an individual to keep a list of all drugs, drug waste, and medical supplies that are disposed of in the Clinical Skills and Simulation Laboratory using a log book or in electronic format. The Department of Pharmaceutical Sciences will designate an individual to keep a log of drugs, drug waste, and supplies disposed of in the Moye Compounding Laboratory and research laboratories.

D.42 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. Any inventions or potentially patentable ideas or technologies will be vetted by an outside organization, and if worthy, patent protection will sought. The college will share the cost of patent filing equally with the faculty member with the faculty member contributing funds from her or his Facilities and Administrative (F&A) recovery account. In the event the faculty member has no F&A funds

available, the college will advance funds to the faculty member to be recaptured if the technology is commercialized. In the event no patent protection is sought, the ideas, technologies, or inventions will become the sole property of the faculty member.

D.43 Instructions for Updating Website

The College of Pharmacy website is maintained by the Director of Communications and Marketing. Faculty members may request changes to the website by sending information 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.44 Student Organization Faculty Advisor Guidance

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

D.45 American Association of Colleges of Pharmacy House of Delegates

College faculty shall conduct an election annually during March for the American Association of Colleges of Pharmacy (AACCP) faculty delegate. In the year of election, the delegate-elect will attend the AACCP Annual Meeting to observe. In the following year, the delegate-elect will assume the role of delegate and shall attend the meeting as the College's voting representative in the AACCP House of Delegates. Those eligible for election shall include all faculty members who are members of AACCP. Nominees shall be from the Department of Pharmacy Practice in odd-numbered years and the Department of Pharmaceutical Sciences in even-numbered years.

D.46 University Governance

College faculty members are involved in the governance of the University through 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 College also serve on other committees of the University including the Benefits Committee, Institutional Animal Care and Use Committee, Institutional Review Board, Institutional Biosafety Committee, Institutional Radioactive and Environmental Safety Committee, Interprofessional Educational Committee, University Assessment Committee, University Distance Learning Committee, and University Graduate Council.

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 Professionalism Committee. Faculty members serve as advisors and resource personnel. Faculty members 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. Attend on-campus events designed for the PDN group.
4. After a suitable period of association, serve as a reference for students seeking internships, employment, residencies, etc.
5. Provide written feedback to specified assignments in the PDN portal.

E.2 Calendar and Class Schedule

The academic calendar for the College is developed by the Executive Associate Dean and managed by the registrar. The calendar is based on dates for graduation as designated by the President. Included in the calendar are deadline dates for course changes and withdrawals, dates for final examinations, holiday breaks, and Commencement. The calendar is set for the year, fall through summer semesters, and is published annually in the College 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 prior to the preparation of the final schedule.

E.3 Class Attendance

Attendance at the College is a privilege and not a right. Students are expected to attend all learning activities including scheduled classes, laboratory sessions, reviews, recitations, examinations, practice experiences, experiential meetings, clinical rotations, or other curricular activities.

Habitual and/or excessive time away from class (more than 20%) is a violation of the College's Student Code of Professional Conduct. Student record attendance at all learning activities through Bear Card swipe. The Office of Student Affairs monitors Bear Card swipe activity. If overall cohort attendance falls below 80%, then video captured lecture recordings are not made available to the class.

E.4 Student Attendance/Participation Organization Meetings

The College acknowledges that viable professional organizations are essential to the well-being of students and the profession of pharmacy and contribute to the maintenance of high professional standards, thereby assuring that health care providers offer patients state-of-the-art health care. The College encourages students to become involved in professional organizations and will provide opportunities to do so. The College also recognizes that the primary responsibility of students is to achieve academic excellence and that any activity which hinders the 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 course coordinators and Assistant Dean for Student Affairs or graduate program director (Ph.D. program), to be excused from classes or examinations to attend professional or scientific organization activities. In such cases, students will be required to meet the requirements of the course coordinator whose assignments or examinations were missed to satisfy the requirements for the course involved.

E.5 Examinations and Grading

In those courses in which examinations are the principal determinant of a student's semester grade, the grade may not be based on fewer than two examinations. This regulation must be considered by the instructor in making decisions regarding a policy on make-up examinations. Otherwise, make-up

examinations are administered at the discretion and convenience of the course instructor. Examinations may be scheduled by the instructor at any time during the semester. Faculty are encouraged to use exam periods built into the class schedule prepared by the Executive Associate Dean. Electronic administration of examinations is used in all didactic required courses 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.

Grade		Quality Points Per Credit Hour
A	Excellent	4.0
B+	Good	3.5
B	Good	3.0
C+	Average	2.5
C	Average	2.0
F	Failure	0.0
WF	Withdrawal Failure	0.0
IC/ICSU	Incomplete	Not calculated in GPA
IP	In Progress	Not calculated in GPA
Z	Grade Not Reported	Not calculated in GPA
S	Satisfactory	Not calculated in GPA
U	Unsatisfactory	Not calculated in GPA

Each instructor may designate the numerical grade required for awarding of each letter grade. All information regarding grading practices of the instructor, as well as policies on make-up examinations should be furnished to the students, in writing in 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 other emergency. For excused absences from an examination, students will be given a make-up examination that is comparable in content and format to the exam administered to the class at a time to be determined by the course coordinator.

E.7 Summer Remediation Policy of Required Courses

Summer remediation is open to Doctor of Pharmacy students who have previously failed a required didactic course.

In the first professional year, August-entry students who fail a didactic required course in their first or second semester, an equivalent course outside the College’s traditional Doctor of Pharmacy program may be considered for completion during the summer, subject to review and approval by the course coordinator, the coordinator’s department chair, and the Executive Associate Dean.

In the event an equivalent course is not available, the course will be offered in the summer by the College of Pharmacy. The course must fulfill the same curriculum outcomes as during the regular academic year; however, the teaching plan, including methodology and daily schedule may vary as determined and documented by the course coordinator and the coordinator’s department chair. A student may repeat only one course one time at another school or via summer remediation.

In the first professional year, January-entry students who fail a didactic required course in their first or second semester, will not have summer remediation as an option. The student will instead join the subsequent entering August Class to remediate the failed didactic required course and join that cohort. Summer remediation is available for all second and third professional year students regardless of entry point into the Doctor of Pharmacy Program. For a student who fails a didactic required course during the fall or spring semesters, an equivalent course outside the College's traditional Doctor of Pharmacy Program may be considered for completion during the summer, subject to review and approval by the course coordinator, the coordinator's department chair, and the Executive Associate Dean.

In the event an equivalent course is not available, the course will be offered in the summer by the College of Pharmacy. The course must fulfill the same curriculum outcomes as during the regular academic year; however, the teaching plan, including methodology and daily schedule may vary as determined and documented by the course coordinator and the coordinator's department chair. A student may repeat only one course one time at another school or via summer remediation.

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 Department of Pharmacy Practice vice-chair for experiential education and director of advanced pharmacy practice experiences. In rare instances, students with third-year class standing who have met all requirements for progression to the fourth professional year may take a fourth-year APPE. In these instances, the College will notify the registrar, office of financial aid, and bursar of the affected students.

E.9 Course Instructional Evaluation

E.9.1 Course and Instructional Evaluation by Students

Student evaluation of instruction and courses at the College serves two purposes:

1. To provide an opportunity for faculty and course improvement through student feedback.
2. To aid in faculty performance evaluations.

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

E.9.2 Frequency of Evaluation:

Prior to the Fall semester, the department chair and faculty member will 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 or at the request of the faculty member. Department chairs will construct a list of faculty members and the courses in which the faculty members should be evaluated. Department chairs will provide this list to the Instructional Designer and Director of Learning Technology.

E.9.3 Evaluation of Courses:

All didactic courses and introductory and advanced pharmacy practice experiences, including preceptors, are evaluated each time the course is offered, at its conclusion.

E.9.4 Process of Evaluation:

The Instructional Designer and Director of Learning Technology is responsible for conducting all didactic course evaluations. The Department of Pharmacy Practice Vice-Chair for Experiential Education is responsible for conducting all experiential evaluations. The evaluations will be conducted in a manner that will maintain anonymity of students and remove the faculty member or preceptor 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 completed evaluations.

E.9.5 Results of Evaluation:

Results of evaluations of courses and classroom instruction are compiled and distributed by the Executive Associate Dean. Results of evaluations of advanced pharmacy practice experiences are compiled and distributed by the Vice-Chair for Experiential Education. Results are distributed to faculty members 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 two - three students, selected randomly by the Executive Associate Dean from a list of student volunteers. Course coordinators should meet with focus group members per the focus group operating guidelines (Appendix J: Focus Group Operating Guidelines).

E.10 Responsibilities of Course Coordinator

Course coordinators are responsible for developing course policies and procedures in cooperation with course faculty, implementing these policies and procedures, maintaining the course syllabus, and implementing College and University policies and procedures. Specific requirements associated with each of these responsibilities can be found in Appendix K.

E.11 Responsibilities of Course Faculty

Course faculty are responsible for participation in development of and adherence to course policies and procedures. Specific requirements associated with these responsibilities can be found in Appendix K.

E.12 Accountability for Course Responsibilities

Course coordinators and course faculty are accountable to their individual department chairs and the Executive Associate Dean in adherence to their course responsibilities as outlined in Appendix K.

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 L: Curriculum Change Request Form and Appendix M: Course Syllabus Review Checklist).

E.14 Honor Code

The College operates under an honor code that is intended to serve as a guideline for ethical behavior and academic integrity. Faculty members are required to adhere to the procedures outlined in the policy, Measures to Preserve Honesty in Electronic Test-Taking (Appendix N). Students and faculty members are bound by the honor code and are expected to uphold the articles of the honor 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 guilt or innocence of an accused individual and suggests appropriate sanction for each infraction. The faculty member in whose class an infraction occurs will be consulted if the suggested sanction 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 fundamental 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 College of Pharmacy 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. Definitions are as follows:

1. Plagiarism is the copying of words, facts, or ideas, belonging to another individual, without proper acknowledgment. Failure to reference 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 O) should be completed by any faculty member who is aware of student conduct consistent with a violation of the Honor Code.

E.16 Note-taking Services

Anyone desiring to establish a note-taking service for classes offered at the College must obtain the written permission of the instructor of each course for which notes will be taken. Faculty members assume no responsibility for the accuracy of notes distributed through such a service. A 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.

E.17 Recording of Required Courses

All required courses offered in the Doctor of Pharmacy didactic curriculum are audio and video recorded. The audio recordings are made available for student review.

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 assigned. Concerns may relate, but are not limited to failure to abide by stated requirements described in the 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. 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 chair 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, the student may present the appeal in writing to the executive associate dean within ten days of the decision of the Academic Performance and Standards Committee. 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 grounds 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.
6. All written documentation related to a grade appeal will be maintained by the Executive Associate Dean.

E.19 Student Complaints Policy

The College 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 concerns informally to the executive associate dean, the assistant dean for student affairs, the Dean, through the Council of Students, or to the American Council for Pharmacy Accreditation. Students 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 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 its meeting with the course coordinator. If the focus group is not able to resolve the complaint through a meeting with the course coordinator, the complaint will 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 appropriate procedures to follow regarding resolving complaints related to the above committees or complaints that do not specifically fall under the responsibilities of the committees. 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 full contact information to the executive associate dean. The student must provide adequate details regarding the exact nature of the complaint in order to facilitate processing; additional information may be required before action can be taken. To initiate a formal grade appeal/complaint, students should refer to and follow the steps outlined in the policy on Grade Appeals. 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 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 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, and 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.

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, advisors are encouraged to support the organization by participating in their activities.

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 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. 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 ill or if injured on campus. Additional services may be offered and a fee may be charged.

F.3 Campus Facilities

F.3.1 Swilley Library

1. Library materials purchasing: The Director of the Swilley Graduate and Professional Library promotes the University Libraries' Patron-driven Acquisitions (PDA) model, which relies upon requests by Mercer faculty for materials needed for courses, class preparation, and research needs. All requests should be submitted to: library_acquisitions@mercer.edu, or submitted through the "Request a Purchase" link on the Libraries webpage. All materials will be purchased in electronic format if available, and in print only if electronic format is not available.
2. Circulation: Faculty may check out circulating print books for three months. A book may be renewed one time by telephone for an additional three months. Faculty members are not subject to overdue fines, but are subject to replacement cost for lost books and damages. Faculty members must surrender a book that is recalled by someone else after three 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. Print Reserves: Faculty members may place print materials on reserve only if course texts are not available electronically. Faculty must complete a [reserves request form](#) to accompany all material. The link can be found here: <https://libraries.mercer.edu/services-technology/reserves>. The faculty member may specify one week, three days, overnight, or two-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. Before utilizing print reserves, faculty members are encouraged to select from the vast array of electronic resources the library provides, in order to ensure unrestricted access by a larger group of users.
4. Faculty Library Carrels: Faculty may reserve enclosed carrels for research activities within the library only upon availability. Application forms are available from the Swilley Library Director.

All other policies may be viewed under the “Services & Technology” tab of the Mercer University Libraries webpage: <https://libraries.mercer.edu/services-technology>

F.3.2 Sheffield Center

Athletic facilities, including a swimming pool, basketball court, and a fully equipped fitness center 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 closings are broadcast by radio, text message, email, 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 Mercer Police immediately by picking up a red phone nearest you or by dialing 6911 from ANY telephone on campus. Give the location of the injured person and briefly describe the injury. Mercer Police will then **1)** place the call and **2)** dispatch an officer to the scene for verification and the officer will proceed to the three-way stop sign to guide any emergency vehicles to the scene on campus. No employee should assume responsibility of transporting an injured or ill person. If there is difficulty in reaching Mercer Police by telephone send another person to the Mercer Police Department. Assist Mercer Police in filling out an injury report after the injured or ill person is 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 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

Mercer Police Emergency	678-547-6911
Ambulance/DeKalb County Fire/DeKalb County Police	678-547-6911
Campus Health Care Services	678-547-6130
Poison Control Center	404-589-4400

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 and administration, 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, routing of the grant to the chair/associate dean for research should begin at least six 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 could 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, summarize strengths or accomplishments followed by areas for improvement and plans to accomplish this.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent
1	2	3	4	5

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.) 1 2 3 4 5

Strengths:

2. Developing and improving expertise in applicable area (teaching, research or service).
(Circle applicable area.) 1 2 3 4 5

Strengths:

3. Strengthening candidacy for promotion/tenure. 1 2 3 4 5

Strengths:

4. Awareness of funding opportunities for grants and contracts to conduct research.

1 2 3 4 5 N/A

Strengths:

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

1 2 3 4 5 N/A

Strengths:

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

1 2 3 4 5

Strengths:

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

1 2 3 4 5 N/A

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.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent	Not applicable
1	2	3	4	5	N/A

How would you rate the mentoring process in each area:

Please circle:

- | | | | | | | | |
|-----|--|---|---|---|---|---|-----|
| 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. | <i>Clinical faculty only:</i> 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 findings and suggestions for development. Completed documentation 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**

NAME OF FACULTY OBSERVED _____

COURSE TITLE AND NUMBER _____

PRESENTATION TOPIC _____

DATE OF EVALUATION _____

EVALUATOR _____

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.

Instructor:

CLASSROOM OBSERVATION FORM

Date Observed:

TIME	TEACHING METHODS	PRESENTATION CONTENT	PRESENTATION SKILLS	INTERACTION WITH STUDENTS	TIME
0:00					0:00
0:15					0:15
0:30					0:30
0:45					0:45
1:00	<p>APPROXIMATE TIME IN ACTIVE LEARNING: _____ MINUTES or _____ % OF CLASS TIME</p>				1:00
PROMPTS	<p>INSTRUCTIONAL STRATEGIES Teaching techniques includes active learning, handouts, media, etc. ORGANIZATION OF PRESENTATION Use of class time, learning activities organized, objectives accomplished, etc.</p>	<p>CONTENT Accurate, current, appropriate level, etc. DISPLAY OF KNOWLEDGE Elaboration on points, clarification of misunderstandings, answering questions, etc.</p>	<p>PRESENTATION CLARITY Defines 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</p>	<p>INTERACTION / RAPPORT Display of professional behavior, enthusiasm for subject matter, receptive to student questions, maintains class interest and order, etc.</p>	

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:

Rating of **teaching methods** (*circle one number*)

1	2	3	4	5	
Not at all effective			Adequate		Extremely effective

PRESENTATION CONTENT

- 1. **Content provided.** Recommendations:

- 2. **Display of knowledge of content area.** Recommendations:

Rating of **presentation content** (*circle one number*)

1	2	3	4	5	
Not at all effective			Adequate		Extremely effective

PRESENTATION SKILLS

- 1. **Presentation clarity**
Recommendations:

2. Nonverbal presentation skills

Recommendations:

Rating of **presentation skills** (*circle one number*)

1	2	3	4	5
Not at all effective			Adequate	Extremely effective

INTERACTION WITH STUDENTS

Recommendations:

Rating of **interaction with students** (*circle one number*)

1	2	3	4	5
Not at all effective			Adequate	Extremely effective

Overall rating of the **teaching observed** (*circle one number*)

1	2	3	4	5
Not at all effective			Adequate	Extremely effective

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).

Forms adapted from Chism, NV. Peer Review of Teaching a Sourcebook. Anker Publishing Company, Inc., Bolton, MA. 1999, p 75-99

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 documentation 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**

NAME OF FACULTY OBSERVED _____

APPE EVALUATED _____

SITE _____

DATE OF EVALUATION _____

EVALUATOR _____

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:

Rating of **Preparation** (*circle one number*)

1	2	3	4	5	
Not at all effective			Adequate		Extremely effective

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:

Rating of **Interactions with Students** (*circle one number*)

1	2	3	4	5	
Not at all effective			Adequate		Extremely effective

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*)

1	2	3	4	5
Not at all effective			Adequate	Extremely effective

Overall rating of **teaching observed** (*circle one number*)

1	2	3	4	5
Not at all effective			Adequate	Extremely effective

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

Forms adapted from Chism, NV. Peer Review of Teaching a Sourcebook. Anker Publishing Company, Inc., Bolton, MA, 1999, p 75-99

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 College of Pharmacy 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 the College of Pharmacy.

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 members 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.)

Length of sabbatical	No salary	Half salary	Full salary

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: _____

Dean's signature _____ Date _____

To be completed by Provost

Comments concerning sabbatical request:

Approved: _____ Not Approved: _____

Provost's signature _____ Date _____

Appendix F: Promotion and Tenure Checklist, Tables, and Forms*

***DOES NOT APPLY TO PRE-PROMOTION REVIEW**

For the Candidate

The dossier must include:

- _____ Current curriculum vitae.
- _____ Copies of publications.
- _____ Copies of first page(s) of funded grants and award letter from granting entity
- _____ 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.
- _____ Signed Waiver of Access to Submitted Evaluation Materials from External Reviewers (see below)

- _____ Completed Teaching, Scholarship/Research, and Service Summary Tables (see below)
- _____ Completed check-list.

For the Department Chair

- _____ Memo sent to Dean listing faculty requesting promotion or tenure
- _____ Outside reviewers selected and contacted.
 - _____ Five reviewers selected
 - _____ The following materials duplicated and sent to outside reviewers, along with a letter from the chair requesting the review. The letter will state that their review will be held in confidence and only reviewed by the chair, 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 all publications.

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.

Forward the following materials to the Promotion and Tenure Committee:

- _____ Candidate's dossier.
- _____ Your letter of recommendation.
- _____ Completed checklist from candidate and department chair.

For the P and T Committee

- _____ Signed confidentiality statements from each committee member (see below).

- _____ 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'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 external reviewers.

_____ Completed checklist from candidate and department chair.

_____ Completed checklist from Promotion and Tenure Committee.

Appendix F: Promotion and Tenure Checklist, Tables, and Forms (Continued)
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 waive, in advance, my legal right of access to see written evaluations prepared by my department chair, the Promotion and Tenure Committee, and my dean for my promotion and tenure. 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

Appendix F: Promotion and Tenure Checklist, Tables, and Forms (Continued)

Mercer University College of Pharmacy Promotion & Tenure Confidentiality Agreement

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

Appendix F: Promotion and Tenure Checklist, Tables, and Forms (Continued)

Teaching

Doctor of Pharmacy Program Teaching							
Date (Semester and Year)	Course Number and Name	Course Role (Instructor, Co-coordinator, Coordinator)	Lecture Hours	Facilitator/ Breakout Hours	Overall Student Evaluation	Overall Peer Evaluation (when available)	Comments (Innovative methods, Changes to curriculum)
*Credit hours listed for courses co-coordinated and electives							
Doctor of Philosophy / Master of Science in Pharmaceutical Sciences Program Teaching							
Date (Semester and Year)	Course Number and Name	Course Role (Instructor, Co-coordinator, Coordinator)	Lecture Hours	Laboratory Hours	Overall Student Evaluations	Overall Peer Evaluation (when available)	Comments (Innovative methods, Changes to curriculum, etc)
Master of Science in Health Outcomes Program Teaching							
Date (Semester and Year)	Course Number and Name	Course Role (Instructor, Co-coordinator, Coordinator)	Lecture Hours	Laboratory Hours	Overall Student Evaluations	Overall Peer Evaluation (when available)	Comments (Innovative methods, Changes to curriculum, etc)

Experiential Teaching							
Year	# of APPEs	# of Students	Overall, student evaluations	# of IPPEs	Est. Contact hours	Overall, student evaluation	Comments (Innovation, changes to curriculum, peer evaluations)

Major Advisor to Graduate Students							
Year	# of Graduate Students (indicate program name)	Est. Contact Hours	Comments (Innovation, changes to curriculum, peer evaluations)				

Facilitation (outside of assigned teaching)							
Date (Semester and Year)	# of Facilitations	# of Hours					
Summary	Hours	Students					
PharmD Classroom							
Graduate Classroom							
APPE							
IPPE							
Facilitation							
Graduate Students							

Appendix F: Promotion and Tenure Checklist, Tables, and Forms (Continued)

Research Manuscripts (highlight six selected manuscripts)

Citation	Article Type (Original Research, Review, Case report, Other)	Peer Reviewed	First Author	Senior/ Corresponding Author	Impact Factor*	Status (Published, Accepted, Submitted)

*Source of Impact Factor=

Book Chapters

Citation	Peer Reviewed	First Author	Senior/ Corresponding Author	Status (Published, Accepted, Submitted)

Published Abstracts

Citation	Platform or Poster Presentation	Peer Reviewed	First Author	Senior/ Corresponding Author	Status (Published, Accepted, Submitted)

Appendix F: Promotion and Tenure Checklist, Tables, and Forms (Continued)

Summary

Published

Total articles

Original research

Review articles

Case reports

Book Chapters

Published Abstracts

Service

Service Title	Dates	University	College	Department	Practice Site	Administrative	Professional Organizations	Leadership (list role)

Summary

College committees

University committees

Department committees

Practice site

Administrative

Professional organizations

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 one-on-one individual meetings per year (P1-P3). A "PDN individual meeting" is defined as a face-to-face meeting between a student and at least one faculty advisor. The faculty advisor should work with to coordinator meetings with students. Students are required to complete a brief writing prompt (approved and provided in advance by the Professionalism Committee) prior to attending a one-on-one meeting, These prompts are intended to serve as a guide for the meeting. Faculty documentation of the one-on-one meeting is required using the College's learning management system, Canvas.
- 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, the student 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 advisor.*
 - 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 11a-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, 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 his/her laptop to the internet via his/her cellular phone and complete the download process. If the student is unable to use a phone to complete the download process, send the student to the pharmacy computer lab and with the assistance of the multimedia designer the student's laptop will be connected to a temporary wi-fi hotspot to allow the exam to be downloaded.
- If students complete a test and are unable to perform the upload procedure due to a lack of wi-fi availability, make sure the student has exited the Examplify application. Students should not be allowed to leave their assigned seats until they show their computer is out of exam-mode and back to the normal desktop display. Inform students they must open the Examplify application later that day by 5 p.m. 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 upon exiting the testing room

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), software, etc.) helped you learn.
4. How well the technology utilized (Canvas, ExamSoft, online databases, etc.) helped you learn.
5. How well the active learning activities (in-class exercises, discussion groups, laboratories, etc.) helped you learn.
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: _____
Semester/Year: _____
Instructor: _____
Content area: _____

E = Excellent
D = More than adequate
C = Adequate
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. Instructor's support for diversity and inclusion.
12. Overall teaching ability of this instructor.

Additional Comments
(Strengths and/or suggestions for change)

3. IPPE – Site and Preceptor Evaluation Forms

P2 and P3 IPPE Student Eval of Practice Site Evaluation Form

The site was clean, neat and orderly. (Question 1 of 9 - Mandatory)					
N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
The non-preceptor staff was accepting of you as a student. (Question 2 of 9 - Mandatory)					
N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
The environment was conducive to learning. (Question 3 of 9 - Mandatory)					
N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
This site stimulated my interest in this area of practice. (Question 4 of 9 - Mandatory)					
N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
This site provided a positive, organized learning experience. (Question 5 of 9 - Mandatory)					
N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
This site ensures patient privacy and confidentiality. (Question 6 of 9 - Mandatory)					
N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
This site upholds pharmacy law. (Question 7 of 9 - Mandatory)					
N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
This site is adequately staffed to provide a quality experience. (Question 8 of 9 - Mandatory)					
N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Open ended response (Question 9 of 9 - Mandatory)					
For any "Disagree" or "Strongly Disagree" response above, please explain your response.					

Review your answers in this evaluation. If you are satisfied with the evaluation, click the **SUBMIT** button below. Once submitted, evaluations are no longer available for you to make further changes.

[Save For Later](#) [Submit](#)

P2 and P3 IPPE Site Survey for Student Completion Evaluation Form

Please answer the following questions about your activities at the practice site.
(Question 1 of 31 - Mandatory)

During this IPPE, were your days structured with meaningful activities?
 Yes No

How often did you have assignments to complete in the evening in order to prepare for the next day?
(Question 2 of 31 - Mandatory)

Everyday 3-4 times per week 1-2 times per week Never

What disease states were treated among the patient population during this IPPE?
(Question 3 of 31 - Mandatory)

Check ALL that apply.

Selection	Option
<input type="checkbox"/>	Hypertension
<input type="checkbox"/>	Diabetes
<input type="checkbox"/>	Hyperlipidemia
<input type="checkbox"/>	Heart Disease
<input type="checkbox"/>	Asthma
<input type="checkbox"/>	COPD
<input type="checkbox"/>	Cough / Cold
<input type="checkbox"/>	Infectious Diseases
<input type="checkbox"/>	HIV / AIDS
<input type="checkbox"/>	Pain
<input type="checkbox"/>	Osteoporosis
<input type="checkbox"/>	Depression / Anxiety / Insomnia
<input type="checkbox"/>	Schizophrenia / Bipolar Mood Disorders
<input type="checkbox"/>	Cancer
<input type="checkbox"/>	Transplant

Use the space below to indicate any other disease states: (Question 4 of 31)

Which of the following DISPENSING activities did you participate in during this IPPE?

(Question 5 of 31 - Mandatory)

Check ALL that apply.

Selection	Option
<input type="checkbox"/>	Obtain medical information (ex. Allergies) or medical history from a patient
<input type="checkbox"/>	Interpret and process orders (ex. Enter orders in the computer dispensing system)
<input type="checkbox"/>	Prepare and dispense medications
<input type="checkbox"/>	Participate in documentation activities within the dispensing software or information system
<input type="checkbox"/>	Participate in discussions related to the storage, preparation, and dispensing of products
<input type="checkbox"/>	Screen for drug-drug interactions or allergies (ex. Either during Rx processing or during MTM / SOAPe activities)
<input type="checkbox"/>	Identify adverse drug reactions or other medication related problems (ex. During Rx processing or MTM /SOAPe activities)
<input type="checkbox"/>	Assess the appropriateness of medication therapy (ex. Supporting diagnosis, appropriate dose, appropriate duration of therapy, etc.)
<input type="checkbox"/>	Participate in discussions with pharmacist(s) about key points for common (Top 200) medications (ex. Dosing ranges, dosage forms, mechanism of action, monitoring, etc.)
<input type="checkbox"/>	Perform calculations necessary to dispense medications (ex. Creatinine clearance, days supply, weight-based dosing, etc.)

Use the space below to list any other DISPENSING activities: (Question 6 of 31)

Which of the following MANAGEMENT activities did you participate in during this IPPE? (Question 7 of 31 - Mandatory)

Check ALL that apply.

Selection	Option
<input type="checkbox"/>	Participate in discussions regarding managing systems for storage, preparation, and dispensing of medications.
<input type="checkbox"/>	Participate in discussions regarding patient safety (ex. Tall man lettering, computer alerts, prescription verification)
<input type="checkbox"/>	Participate in discussions involving insurance, prescription drug coverage, patient assistance programs
<input type="checkbox"/>	Participate in discussions involving purchasing activities (ex. Placing orders with the wholesaler)
<input type="checkbox"/>	Participate in discussions regarding technicians (ex. State Board requirements for technicians, pharmacist-to-preceptor ratios)
<input type="checkbox"/>	Participate in discussions about federal, state, and local laws and regulations related to pharmacy practice
<input type="checkbox"/>	Describe / discuss the medication use system (ex. The pharmacy dispensing system) and application of the system's approach medication safety
<input type="checkbox"/>	Participate in discussions regarding the pharmacy's quality tracking / improvement program

Use the space below to list any other MANAGEMENT activities: (Question 8 of 31)

Which of the following PATIENT CARE activities did you participate in during this IPPE? (Question 9 of 31 - Mandatory)

Check ALL that apply.

Selection	Option
<input type="checkbox"/>	Provide education or counseling to patients about OTC products
<input type="checkbox"/>	Consult with patients regarding OTC / self-care products
<input type="checkbox"/>	Recommend complementary or alternative therapies
<input type="checkbox"/>	Monitor therapeutic outcomes
<input type="checkbox"/>	Recommend appropriate drug regimens (ex. Dose, duration, frequency, medication selection, etc.)
<input type="checkbox"/>	Identify / recommend appropriate dosage adjustment
<input type="checkbox"/>	Provide health & wellness information to the general public (ex. Information on diabetes, influenza or other vaccinations, hypertension, dyslipidemia, etc.)
<input type="checkbox"/>	Provide health & wellness SERVICES to the general public (ex. BP or glucose screening)
<input type="checkbox"/>	Perform or assist with administration of immunizations
<input type="checkbox"/>	Provide education or counseling to patients about prescription drug products.
<input type="checkbox"/>	Participate in topic discussions on various disease states applicable to the patient population served.
<input type="checkbox"/>	Provide drug information to other health-care providers (ex. Preceptor, other pharmacists, nurses, MDs, PAs, etc.)
<input type="checkbox"/>	Demonstrate cultural competency.

Use the space below to list any additional PATIENT CARE activities: (Question 10 of 31)

Which of the following additional activities did you participate in during this IPPE?
(Question 11 of 31 - Mandatory)

Check ALL that apply:

Selection	Option
<input type="checkbox"/>	BP monitoring
<input type="checkbox"/>	Glucose screening
<input type="checkbox"/>	Cholesterol screening
<input type="checkbox"/>	MTM
<input type="checkbox"/>	Compounding
<input type="checkbox"/>	Home delivery
<input type="checkbox"/>	Home infusion
<input type="checkbox"/>	Durable medical equipment
<input type="checkbox"/>	Ostomy supplies
<input type="checkbox"/>	Diabetic supplies
<input type="checkbox"/>	Education on smoking cessation
<input type="checkbox"/>	None of the above

Use the space below to list any additional activities that have not otherwise been addressed:
(Question 12 of 31)

Overall, how challenging was this experience for you? (Question 13 of 31 - Mandatory)

- Extremely Challenging
- Moderately Challenging
- Slightly Challenging
- No challenge

What was the MOST challenging aspect of this IPPE? (Question 14 of 31 - Mandatory)

What was the LEAST challenging aspect of this IPPE? (Question 15 of 31 - Mandatory)

Please answer the following questions about inter-professional interaction during this IPPE.

(Question 16 of 31 - Mandatory)

Please indicate the health care professionals with whom you interacted during this IPPE and the frequency of your interactions:	Daily	2-3 times per week	2-3 times per rotation	Once	Not at all
Physicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physician Assistants / Nurse Practitioners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nurses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical, Occupational, or Speech Therapists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Workers / Counselors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dentists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dieticians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veterinarians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Question 17 of 31 - Mandatory)

Please indicate the health care professional STUDENTS with whom you interacted during this IPPE and the frequency of your interactions:	Daily	2-3 times a week	2-3 times per rotation	Once	Not at all
Medical students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physician Assistant students / Nurse Practitioner students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PT / OT / ST students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Work / Counseling students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dental students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dietitian students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veterinary students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Types of interaction: (Question 18 of 31 - Mandatory)

How did you interact with the above health care professionals and students during this experience? Check ALL that apply.

Selection	Option
<input type="checkbox"/>	Face to face interactions individually
<input type="checkbox"/>	Face to face interactions during conferences, discussions, meetings, etc.
<input type="checkbox"/>	Telephone communication
<input type="checkbox"/>	Fax communication
<input type="checkbox"/>	Written communication via SOAPe note, MTM recommendations, etc.
<input type="checkbox"/>	NO interaction

To what extent do you agree with the following statement: (Question 19 of 31 - Mandatory)

"I was provided with a meaningful way to interact with members of the healthcare team (ex. Physicians, nurses, PA, NPs, etc. or healthcare students).

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree
- Not applicable: There was no opportunity to interact with other healthcare professionals.

If you did not interact with non-pharmacy health professionals during the experience, please explain why and what prevented you from doing so. (Question 20 of 31)

Which statement BEST described YOUR ROLE on the inter-professional healthcare team? (Question 21 of 31 - Mandatory)

- Full integration: My contributions and recommendation to the team were integral to team decisions. I was a critical component of the team.
- Active participation: I made recommendations to the team which periodically influenced team decisions. I was included but was not a critical component of the team.
- Passive listening: I participated and learned with the team but did not make active contributions to team discussions. I was an accessory / non-essential component of the team.
- Insufficient opportunity to interact with and have a role on an inter-professional healthcare team.

Which statement BEST described the LEVEL OF ACCOUNTABILITY for patient outcomes that you shared with the inter-professional team during this specific experience? (Question 22 of 31 - Mandatory)

- Full: I shared accountability for patient outcomes with the team.
- Partial: I occasionally shared accountability for patient outcomes with the team.
- None: I did not share accountability for patient outcomes with the team.
- Insufficient opportunity to interact with an inter-professional healthcare team.

How much did this experience prepare you to practice collaboratively with non-pharmacy health professionals (Ex. Medicine, nursing, etc.)? (Question 23 of 31 - Mandatory)

- Tremendously Somewhat Very little Not at all

Please answer the following questions about the PATIENTS from your P2 Community IPPE:

Is there an opportunity to interact with patients and/or their caregivers? (Question 24 of 31 - Mandatory)

- Yes No

If no, please explain: (Question 25 of 31)

To what extent do you agree with the following statement: (Question 26 of 31 - Mandatory)

"I was provided an opportunity to interact in a meaningful way with patients and/or their caregivers."

- Strongly agree
 Agree
 Neither agree or disagree
 Disagree
 Strongly disagree
 Not Applicable: There was not an opportunity to interact with patients and/or caregivers.

(Question 27 of 31 - Mandatory)

Health Literacy: Please estimate the percentage of patients at your IPPE site who can clearly understand medication labeling. Difficulties in understanding labeling may be due to limited English proficiency, cognitive deficits, or difficulty reading / understanding the labeling. Note: This number does NOT need to equal 100%.

Enter a numerical value

% of patients who can clearly understand a prescription label

% of patients who can clearly understand OTC drug labeling

(Question 28 of 31 - Mandatory)

Patient Demographics: Please <u>estimate</u> the percentage of the patients at your pharmacy who are in the following ethnic background categories. Note: Enter whole numbers, no decimals. The total of all categories should equal 100.	Enter a numerical value
% American Indian or Alaskan Native	<input type="text"/>
% Asian	<input type="text"/>
% Black	<input type="text"/>
% Hispanic	<input type="text"/>
% White	<input type="text"/>

(Question 29 of 31 - Mandatory)

Patient Demographics: Please estimate the percentage of the patients at your pharmacy who are in the following age groups. Note: Enter whole numbers, no decimals. The total of all categories should equal 100.	Enter numerical value
% Infant (< 2 years)	<input type="text"/>
% Child (2-11 years)	<input type="text"/>
% Youth (12-17 years)	<input type="text"/>
% Young adult (18-33 years)	<input type="text"/>
% Middle aged adult (34-64 years)	<input type="text"/>
% Senior adult (≥ 65 years)	<input type="text"/>

(Question 30 of 31 - Mandatory)

Patient Demographics: Please estimate the percentage of the patients at your pharmacy who are in the following gender categories. Note: Enter whole numbers, no decimals. The total of all categories should equal 100.	Enter numerical value
% Males	<input type="text"/>
% Females	<input type="text"/>

(Question 31 of 31 - Mandatory)

Patient Demographics: Please estimate the percentage of the patients at your pharmacy who appeared to be from the following categories. Note: Enter whole numbers, no decimals. The total of all categories should equal 100.

Enter numeric values

% Medicaid

% Health Insurance - including Medicare Part D plans

% Cash pay patients

Review your answers in this evaluation. If you are satisfied with the evaluation, click the **SUBMIT** button below. Once submitted, evaluations are no longer available for you to make further changes.

[Save For Later](#) [Submit](#)

P2 and P3 IPPE Student Eval of Preceptor Evaluation Form

Orientation

Student responsibilities for the experience were reviewed. (Question 1 of 22 - Mandatory)

N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Orientation to the practice site was provided. (Question 2 of 22 - Mandatory)

N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Activities

This experience involved actual patient contact and care. (Question 3 of 22 - Mandatory)

N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

There was an active role for the student in patient care and learning. (Question 4 of 22 - Mandatory)

N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Student input was encouraged. (Question 5 of 22 - Mandatory)

N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Activities were planned for the benefit of the student. (Question 6 of 22 - Mandatory)

N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Provide a brief explanation for any questions answered "Disagree" or "Strongly Disagree" above. (Question 7 of 22)

Evaluation Criteria

Effectively communicated the subject matter to the students. (Question 8 of 22 - Mandatory)

N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Was available and approachable to address questions and problems. (Question 9 of 22 - Mandatory)

N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Provided constructive and timely feedback on skills and abilities throughout the experience. (Question 10 of 22 - Mandatory)

N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Served as an example of a professional role model. (Question 11 of 22 - Mandatory)

N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Was appropriately knowledgeable in his or her area of practice. (Question 12 of 22 - Mandatory)

N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Was well prepared for the precepting experience. (Question 13 of 22 - Mandatory)

N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Demonstrated the desire and ability to teach and mentor. (Question 14 of 22 - Mandatory)

N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Demonstrated a caring attitude towards patients and/or caregivers. (Question 15 of 22 - Mandatory)

N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Reviewed or discussed your IPPE workbook with you. (Question 16 of 22 - Mandatory)

N/A	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Provide a brief explanation of any "Disagree" or "Strongly Disagree" responses above. (Question 17 of 22)

How often did you interact with the preceptor during this IPPE? (Question 18 of 22 - Mandatory)

Everyday
 3-4 times per week
 1-2 times per week
 Never

Comment on any innovative patient care services that were provided. (Question 19 of 22)

What, if anything, would you change to improve this introductory pharmacy practice experience? (Question 20 of 22)

Please provide any additional constructive comments. (Question 21 of 22)

IPPE Preceptor of the Year (Question 22 of 22 - Mandatory , Confidential)

Would you recommend this preceptor for the IPPE Preceptor of the Year award? If so, please provide information as to why this preceptor is deserving of this award.

Review your answers in this evaluation. If you are satisfied with the evaluation, click the **SUBMIT** button below. Once submitted, evaluations are no longer available for you to make further changes.

[Save For Later](#) [Submit](#)

4. APPE – Site and Preceptor Evaluation Forms

Site Survey

Mercer University
Mercer University College of Pharmacy

Subject:			
Evaluator:			
Site:			
Period:			
Dates of Course/Rotation:			
Course/Rotation:	ALL Courses		
Form:	Site Survey		
Site and preceptor information			
<i>(Question 1 of 25 - Mandatory)</i>			
	Yes No		
Did the preceptor(s) review the syllabus with you during orientation?			
Did the preceptor(s) provide constructive and timely verbal and/or written feedback?			
While on site were your days structured with meaningful activities?			
Was the site adequately staffed to provide a quality experience?			
Did the site uphold applicable pharmacy law?			
Did the preceptor(s) ensure patient privacy and confidentiality?			
<i>(Question 2 of 25 - Mandatory)</i>			
	41-50 hours 31-40 hours 21-30 hours < 20 hours		
On average, how many hours did you spend at the APPE site each week?			
<i>(Question 3 of 25 - Mandatory)</i>			
	Every day 3-4 times per week 1-2 times during the APPE Never		
How often did you interact with preceptor(s) during the APPE?			
<i>(Question 4 of 25 - Mandatory)</i>			
Which of the following types of drug information resources were available to you while at the practice site?			
Selection	Option		
<input type="checkbox"/>	Access via a personal mobile device		
<input type="checkbox"/>	Access via online resources maintained by the site		
<input type="checkbox"/>	Access via hard-copy materials maintained by the site		
<input type="checkbox"/>	I did not have access to any drug information resources while on site		
Perceptions			
<i>(Question 5 of 25 - Mandatory)</i>			
How challenging was this experience?			
Extremely challenging	Moderately challenging	Slightly challenging	Not challenging
0	1	2	3
<i>(Question 6 of 25 - Mandatory)</i>			
	Strongly agree Agree Neither agree or disagree Disagree Strongly disagree		
The preceptor(s) demonstrated a caring attitude towards patients.			

<https://www.e-value.net/index.cfm>

Activities					
<i>(Question 7 of 25 - Mandatory)</i>					
Indicate your frequency in the following activities during this APPE.	Always	Frequently	Sometimes	Never	
View or use the patient's electronic profile					
Interpret and process prescription orders					
Prepare and dispense medications					
Screen for drug-drug interactions, allergies, etc.					
Identify adverse drug events					
Identify and recommend drug regimen and/or dosage changes when applicable					
Document activities performed in the electronic medical record system					
Provide patient counseling					
Perform medication reconciliation					
Consult with patients regarding self-care and/or OTC products					
Research, analyze and interpret medical and pharmaceutical literature to provide drug information					
Conduct yourself in a manner that recognizes the need for and understanding of cultural sensitivity					
<i>(Question 8 of 25 - Mandatory)</i>					
Indicate your level of participation in the following activities	Active participation	Discussion with preceptor	Neither active participation or discussion		
Systems used for the storage, preparation and dispensing					
Purchasing activities for the pharmacy					
Management of the use of investigational drug products					
Allocation and use of key resources and supervision of pharmacy technical staff					
Management of the use of investigational drug products					
Development of a business plan to support a patient care service in the pharmacy					
Application of policies and procedures that promote medication safety					
Allocation of human resources management, medication resources management, and pharmacy data management systems, including pharmacy workload and financial performance					
Application of policies and procedures the pharmacy uses in its quality improvement program					
Involvement in the pharmacy's planning process with the pharmacy manager					
Utilization of pharmacoeconomic principles in the decision-making process (e.g. selecting less expensive drug alternatives for patients)					
Involvement in quality assurance activities (drug use evaluation, medication reconciliation, etc)					
Application of tools, including informatics (i.e. medication management systems), to assess quality assurance and improve patient care					
Interprofessional interaction					
<i>(Question 9 of 25 - Mandatory)</i>					
Indicate the health professionals (non-pharmacy) with whom you interacted with during this APPE rotation and the frequency of your interactions.	Daily	1-2 times a week	1-2 times per rotation	Once	Not at all
Physicians					
Physician assistants / Nurse practitioners					
Nurses					
Physical, occupational, speech therapists					
Social work / counselors					
Dieticians					
Dentists					

<https://www.e-value.net/index.cfm>

(Question 10 of 25 - Mandatory)

Indicate the health professional students (non-pharmacy) with whom you interacted with during this APPE rotation and the frequency of your interactions:	Daily	2-3 times per week	2-3 times per rotation	Once	Not at all
Medical students					
Physician assistant / Nurse practitioner students					
Nursing students					
Physical, occupational, speech therapy students					
Social work / counseling students					
Dietician students					
Dental students					

(Question 11 of 25 - Mandatory)

Indicate the type of healthcare professional interaction and the frequency of interaction you experienced during this APPE	Daily	2-3 times per week	2-3 times per rotation	Once	Not at all
Face to face interaction during patient care rounds					
Individual face to face interaction					
Face to face interaction during conferences, group discussions, meetings, etc					
Telephone communication					
Fax communication					
Written communication via SOAP note, MTM recommendations, etc					

(Question 12 of 25 - Mandatory)

To what extent do you agree with the following statement: "I was provided an opportunity to interact in a meaningful way with other healthcare professionals (e.g. physicians, nurses, social workers, etc and health related students)?"	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

(Question 13 of 25)

If you did not interact with **healthcare professionals** (non-pharmacy) during your APPE, please explain why and what prevented you from doing so.

Team involvement and accountability

(Question 14 of 25 - Mandatory)

Which statement best describes YOUR ROLE on the interprofessional healthcare team?	FULL INTEGRATION: My contributions and recommendations to the team were integral to team decisions. I was a critical component of the care team.	ACTIVE PARTICIPATION: I made recommendations to the team which periodically influenced team decisions. I was included but was not a critical component of the team.	PASSIVE LISTENING: I participated and learned with the team but did not make active contributions to team decisions. I was an accessory/nonessential component of the team.	Insufficient opportunity to interact with team to have a role on an interprofessional healthcare team.

(Question 15 of 25 - Mandatory)

	FULL: I shared accountability for patient outcomes with the team.	PARTIAL: I occasionally shared accountability for patient outcomes with the team.	NONE: I did not share accountability for patient outcomes with the team.	Insufficient opportunity to interact with an interprofessional healthcare team.
Which statement best describes the LEVEL OF ACCOUNTABILITY for patient outcomes that you shared with the interprofessional team during this specific experience?				

(Question 16 of 25 - Mandatory)

	Tremendously	Somewhat	Very little	Not at all
How much did this experience prepare you to practice collaboratively with health professionals (medicine, nursing, etc.)?				

(Question 17 of 25 - Mandatory)

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
To what extent do you agree with the following statement: "I was provided an opportunity to interact in a meaningful way with patients and/or their caregivers "?					

(Question 18 of 25 - Mandatory)

Indicate the type of patient and/or caregiver interaction and the frequency of interaction you experienced during this APPE	Daily	2-3 times per week	2-3 times per rotation	Once	Not at all
Face to face interaction					
Telephone communication.					
Electronic communication (e.g. email, website)					

(Question 19 of 25)

<p>If you did not interact with patients and/or caregivers during your APPE, please explain why and what prevented you from doing so.</p>	
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(Question 20 of 25 - Mandatory)

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Patients and/or caregivers I interacted with were knowledgeable about their disease state(s)					
Patients and/or caregivers I interacted with were knowledgeable about their medication(s)					

(Question 21 of 25 - Mandatory)

Patient Demographics: Please estimate the percentage of the patients at your APPE site that were in the following ethnic background categories. (Note: Enter whole numbers, no decimals or text. The total of all categories should equal 100).	% patients
White / Caucasian	<input type="text"/>
Black / African American	<input type="text"/>
Asian	<input type="text"/>
Hispanic	<input type="text"/>
Native American / Alaskan Native	<input type="text"/>
Pacific Islander	<input type="text"/>
Other / Mixed	<input type="text"/>

(Question 22 of 25 - Mandatory)

Please estimate the percentage of the patients at your APPE site who were in the following age groups. (Note: Enter whole numbers, no decimals or text. The total of all categories should equal 100).	% patients
Infant (0-2 years)	<input type="text"/>
Child (2-11 years)	<input type="text"/>
Youth (12-17 years)	<input type="text"/>
Young adult (18-33 years)	<input type="text"/>
Middle-aged adults (34-64 years)	<input type="text"/>
Senior adults (>65 years)	<input type="text"/>

(Question 23 of 25 - Mandatory)

Please estimate the percentage of the patients at your APPE site who were in the following gender categories. (Note: Enter whole numbers, no decimals or text. The total of all categories should equal 100).	
Male	<input type="text"/>
Female	<input type="text"/>

(Question 24 of 25 - Mandatory)

Please estimate the percentage of patients at your APPE site who appeared to have medical care paid by the following categories: (Note: Enter whole numbers, no decimals or text. The total of all categories should equal 100).	% patients
Medicaid	<input type="text"/>
Health insurance	<input type="text"/>
Cash pay	<input type="text"/>

(Question 25 of 25 - Mandatory)

Please estimate the percentage of the patients at your APPE site who could clearly understand the following labeling. Lack of understanding may be due to limited English proficiency or due to difficulty reading/understanding the labeling. (Note: This number does NOT have to equal 100).	% patients
Patients who can clearly understand a prescription label	<input type="text"/>
Patients who can clearly understand OTC drug labeling	<input type="text"/>
Patients who can clearly understand written information provided (e.g. handouts, brochures)	<input type="text"/>

Student Evaluation of Site_Course_Preceptor Evaluation form

Mercer University
Mercer University College of Pharmacy

Subject:
Evaluator:
Site:
Period:
Dates of Course/Rotation:
Course/Rotation: ALL Courses
Form: Student Evaluation of Preceptor, Site and Course - APPE

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 timeframe of the completed experience will not be provided to the preceptor. This information will be used to help improve the experience. In instances where problems are noted, Office of 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 experience can be improved.

(Question 1 of 14 - Mandatory)

Section 1: Site/Experience

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
The site had adequate facilities (e.g. space, resources, computer / internet access) needed to precept students	4.0	3.0	2.0	1.0	0
Scheduled activities were designed to meet specified course goals and objectives	4.0	3.0	2.0	1.0	0
Participation in patient care activities helped improve my ability to contribute to patient care	4.0	3.0	2.0	1.0	0
Non-preceptor staff is engaged in student training activities	4.0	3.0	2.0	1.0	0

(Question 2 of 14 - Mandatory)

Section 2: Preceptor

Facilitation of Learning	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Provided an effective orientation to the practice site	4.0	3.0	2.0	1.0	0
Communicated thoroughly his/her expectations of me at the beginning of and throughout the practice experience	4.0	3.0	2.0	1.0	0
Reviewed the grading process for the rotation	4.0	3.0	2.0	1.0	0
Evaluated my ideas and completed tasks fairly, objectively, and thoroughly	4.0	3.0	2.0	1.0	0
Had a desire to facilitate learning among students	4.0	3.0	2.0	1.0	0
Was willing to educate others; including patients, caregivers, students, and other health care professionals	4.0	3.0	2.0	1.0	0
Recognized my difficulties in understanding new tasks and new information	4.0	3.0	2.0	1.0	0
Challenged me to think critically or solve problems independently	4.0	3.0	2.0	1.0	0
Used guided questions to help me identify and solve drug-related problems when I could not do this independently	4.0	3.0	2.0	1.0	0
Encouraged me to consider various perspectives about a single problem	4.0	3.0	2.0	1.0	0
Was tolerant of opposing viewpoints	4.0	3.0	2.0	1.0	0
Motivated me to do my best work	4.0	3.0	2.0	1.0	0

(Question 3 of 14 - Mandatory)

Communication Skills	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Was available to me to constructively answer any questions	4.0	3.0	2.0	1.0	0
Effectively communicated pertinent concepts to me	4.0	3.0	2.0	1.0	0
Clearly and logically demonstrated new tasks/information	4.0	3.0	2.0	1.0	0
Communicated effectively with patients, other healthcare professionals, and support staff	4.0	3.0	2.0	1.0	0

(Question 4 of 14 - Mandatory)

Professionalism	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Served as a role model I would want to emulate	4.0	3.0	2.0	1.0	0
Demonstrated a caring attitude toward patients	4.0	3.0	2.0	1.0	0
Maintained a professional image and professional competence	4.0	3.0	2.0	1.0	0
Accepted personal responsibility for patient outcomes	4.0	3.0	2.0	1.0	0
Practiced ethically and with compassion for patients and delivered patient centered care	4.0	3.0	2.0	1.0	0
Practiced in accordance with legal, ethical, social, and economic guidelines	4.0	3.0	2.0	1.0	0

(Question 5 of 14 - Mandatory)

Effectiveness of Pharmacy Education	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Clearly and logically demonstrated the use of clinical and scientific publications in clinical care decision making and evidence-based practice	4.0	3.0	2.0	1.0	0
Provided medication therapy management and/or disease state management	4.0	3.0	2.0	1.0	0
Promoted health, wellness and disease prevention in patients in cost-effective ways	4.0	3.0	2.0	1.0	0
Demonstrated quality improvement initiatives and processes	4.0	3.0	2.0	1.0	0

(Question 6 of 14 - Mandatory)

Activities Provided (The Activities listed below may not be available at all sites. If this is the case for your current experience please select Not Applicable.)	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Identified, evaluated, and communicated to patients, nurses, physicians, and other healthcare professionals the appropriateness of the patient's specific pharmacotherapeutic agents, dosing regimens, dosage forms, routes of administration, and delivery systems	4.0	3.0	2.0	1.0	0
Consulted with patients regarding self-care products	4.0	3.0	2.0	1.0	0
Recommended prescription and OTC medications, dietary supplements, diet, nutrition, complementary and alternative therapies	4.0	3.0	2.0	1.0	0
Administered medications where practical and consistent with the practice environment and where legally permitted	4.0	3.0	2.0	1.0	0
Identified and reported medication errors and adverse drug reactions	4.0	3.0	2.0	1.0	0
Managed the drug regimen through monitoring and assessing patient information	4.0	3.0	2.0	1.0	0
Provided pharmacist-delivered care and patient education to a diverse patient population	4.0	3.0	2.0	1.0	0
Educated the public and health care professionals regarding medical conditions, wellness, dietary supplements, durable medical equipment, and medications	4.0	3.0	2.0	1.0	0
Accessed, evaluated, and applied information to promote optimal health care	4.0	3.0	2.0	1.0	0
Ensured continuity of pharmaceutical care among health care settings	4.0	3.0	2.0	1.0	0
Participated in discussions and assignments regarding compliance with accreditation, legal, regulatory/legislative, and safety requirements	4.0	3.0	2.0	1.0	0
Participated in discussions and assignments regarding the drug approval process and the role of key organizations in public safety and standards	4.0	3.0	2.0	1.0	0
Participated in discussions and assignments concerning key health care policy matters that may affect pharmacy	4.0	3.0	2.0	1.0	0
Worked with technology used in pharmacy practice	4.0	3.0	2.0	1.0	0

(Question 7 of 14 - Mandatory)

Section 3: Overall Evaluation	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
This pharmacy practice experience possessed an adequate level of organization and structure	4.0	3.0	2.0	1.0	0
This pharmacy practice experience provided a sufficient degree of challenge	4.0	3.0	2.0	1.0	0
The pharmacy practice experience allowed me to apply what I have learned in other pharmacy courses	4.0	3.0	2.0	1.0	0
This pharmacy practice experience stimulated my interest in this area of practice	4.0	3.0	2.0	1.0	0
This pharmacy practice experience has the potential to provide a positive learning experience for future students	4.0	3.0	2.0	1.0	0

(Question 8 of 14)

Section 4: Overall Teaching Ability Ratings					
Please rate the primary or designated preceptor					
Primary Preceptor Name:	Exceptional	Very Good	Good	Adequate	Poor
	5.0	4.0	3.0	2.0	1.0

(Question 9 of 14)

If another preceptor assisted or co-taught this rotation, please rate this preceptor (Optional question)

Co-Preceptor Name:	Exceptional	Very Good	Good	Adequate	Poor
	5.0	4.0	3.0	2.0	1.0

Please describe the STRENGTHS of this course / preceptor(s): (Question 10 of 14)

Please describe the WEAKNESSES of this course/preceptor(s). (Question 11 of 14)

(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 course/preceptor(s). (Question 12 of 14 , Confidential)

(Include constructive suggestions for improving the experience). *Problems are areas that suggest the site / course should be reevaluated. The site / course has clear deficits. NOTE: This section will only be seen by Experiential Program Faculty

Would you recommend this preceptor for the PRECEPTOR OF THE YEAR AWARD?

Note: This information will only be viewed by Experience Programs personnel. (Question 13 of 14 - Mandatory , Confidential)

Selection Option
<input type="checkbox"/> No
<input type="checkbox"/> Yes

Preceptor of the Year Nomination.

Each year, one or more preceptors are awarded Preceptor of the Year Awards. These awards are based upon student nominations. Preceptors nominated should possess the selection criteria listed below. Full time faculty are not eligible for these awards as there are other teaching awards available specifically for faculty. Students may nominate more than one preceptor during the experiential sequence (ex: during APPE sequence). Nomination information will only be viewed by Experience Programs personnel.

Selection Criteria:

The preceptor:

- Instills, in the student, principles of professional ethics by both deeds & words
- Explains, in detail, what is expected of a student regarding appearance, attitude and method of practice and assures that both the preceptor and his/her associates adhere to the same standards
- Maintains communication with the student at all times and is willing to discuss any aspect of professional practice that does not violate the preceptor's responsibility to their employer or employees
- Serves in the roles of teacher and mentor, not co-worker
- Affords the student mutual respect and patience
- Never assumes a student's competency but determines it by reviewing the student's work profile and by discussion and experience
- Provides constructive criticism which is empathetically conveyed to the student privately, whenever possible
- Stimulates a positive attitude in all aspects of professional practice
- Promotes a constructive and positive attitude toward fellow practitioners and other members of the health professions
- Does not discuss personal matters with the student unless they relate to professional practice
- Understands that fair and constructive evaluation of the student's performance is a serious responsibility which affects the student's progress and performance as a future practitioner

If yes, please describe why this person should be considered for Preceptor of the Year award: *(Question 14 of 14 , Confidential)*

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 members 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 member and student members of the focus group have no issues for discussion. Meetings can also be scheduled more frequently if needed.

Follow-up to meetings. The course coordinator or focus group member designated by the course coordinator should provide electronic follow-up to the class of the issues discussed at focus group meetings and their disposition.

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: Responsibilities of Course Coordinators

Responsibilities of Course Coordinators

A. Develop Course Policies and Procedures in Cooperation with Course Faculty

Course coordinators have 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 course coordinators should do the following:

1. Prior to the course, meet with the course faculty to reach consensus on the course structure including:
 - a. teaching and exam schedule
 - b. use of active learning components
 - c. number of exams,
 - d. exam construction (number and format of questions, plan for the cumulative component of all exams, deadline for submission of exam questions and answers)
 - e. how exams will be reviewed by students
 - f. deadline/timelines for any other materials or activities required of course faculty
 - g. point distribution for exams and other activities
 - h. approval of student absences
 - i. changes to any policies or procedures on the syllabus (if applicable)
 - j. use of the services of the Office of Access and Accommodations for administering examinations to students with approved testing accommodations.
2. 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.

B. Implement Course Policies and Procedures

1. 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 agreement. Upload exam questions to the electronic examination platform.
2. Be present for administration of examinations. In the event this is not possible, ensure another course faculty member administers the examination.
3. Provide finalized copy of the exam and 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 possibly be dropped from an exam, the course coordinator should contact the faculty member who wrote the question for discussion and resolution.
4. 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.
5. 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.

6. 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 via the specific methodology requested by the registrar.
7. At the conclusion of the course, meet with the course faculty to discuss successes and changes for future offerings of the course.

C. Maintain the Course Syllabus

It is the responsibility of course coordinators to maintain the course syllabus and ensure the syllabus used reflects what was approved by the Curriculum Committee. Course coordinators 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 or addition of a disease state topic or change to course format). The syllabus should reflect these changes.

D. Implement College and University Policies and Procedures

1. Pre-course:
 - a. Order textbooks and course materials in coordination with the bookstore adhering to deadlines.
 - b. Arrange for course shells in Canvas (if not already available) by contacting Mercer's classroom support staff. Set up the Canvas course page.
 - c. If rooms other than those listed on the official schedule of classes are needed, contact the Assistant Registrar responsible for room scheduling. [During Covid, contact the Coordinator for Academic Services in the Dean's Office for scheduling breakout rooms that require use of zoom .
 - d. Remind course faculty they are responsible for following copyright law including proper referencing of sources, posting copyright notices and obtaining copyright permissions as needed.
 - e. Get approval from the lead course coordinator's department chair to secure outside lecturers and pay honoraria.
 - f. Contact the Rho Chi faculty advisor to request Rho Chi group help sessions, as applicable, providing dates. Work with the assigned Rho Chi help session tutor in planning help session content.
 - g. Provide the examination dates to the Executive Associate Dean and to the Office of Student Affairs prior to the start of the semester.

- h. Provide an electronic copy of the final course schedule (including teaching and exam dates) and syllabus to the course faculty and Curriculum Committee Chair prior to the first day of class.
 - i. Provide an electronic copy of the final course schedule and syllabus to the students on or before the first day of class.
2. Course duration:
- a. Record attendance at the request of and per methodology provided by the Office of the Registrar.
 - b. 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.
 - c. Ensure course faculty post materials (e.g., slides) for student use in advance of the date needed, typically 48 hours.
 - d. Schedule periodic meetings with the focus group and address concerns. Involve other course faculty as applicable. Adhere to the procedures outlined in the document titled "Focus Group Operating Guidelines," located in the COP Faculty Handbook.
 - e. Encourage all students to attend Rho Chi Group Help Sessions as applicable.
 - f. Ensure classroom or testing accommodations are provided to those students with approved accommodations from the Mercer University Access and Accommodations Office.
 - g. Ensure exams include cumulative components (cumulative within the course and cumulative to other relevant courses).
 - h. Administer examinations electronically (applied to all required courses in the doctor of pharmacy curriculum), and adhere to the procedures outlined in the document titled "Measures to Preserve Honesty in Electronic Test-Taking," located in the COP Faculty Handbook.
 - i. Return examination results to the students in a timely manner, typically less than 24 hours after the exam.
 - j. If the official exam review periods will be utilized for exam review, ensure review copies are provided to the administrative staff managing the review.
 - k. Encourage all students to attend exam reviews, as applicable.
 - l. Encourage students who fail examinations to utilize the fee-waived Rho Chi tutoring program.
 - m. Following each examination, notify the Executive Associate Dean (EAD) regarding which students failed the examination. (The EAD will in turn notify the faculty members assigned to provide academic advisement to the student.)

- n. Respond to honor code violations according to the "Academic Integrity Violation Procedure" outlined in the COP Faculty Handbook.
 - o. Maintain ultimate responsibility for the grade book, the student's final grade, or changing a student's grade.
3. Post-course:
- a. 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.)
 - b. Respond to formal grade appeals in a timely manner according to the "Grade Appeal Procedure" outlined in the COP Faculty Handbook.
 - c. Obtain input from course faculty in completing the "End of Course Report Form," developed by and available from the Curriculum Committee. Submit the completed form with revised course syllabus and teaching schedule (if applicable) to the Curriculum Committee.

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. Adhere to the procedures outlined in the document titled "Measures to Preserve Honesty in Electronic Test-Taking," located in the Faculty Handbook.
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 course coordinator approval for any desired changes to the final teaching schedule. Inform the course coordinator(s) if allotted time will not be used in its entirety, so that the time can be used for other course related activities to enhance learning.

Accountability

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

Appendix L: 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 on behalf of the committee.
- In the event that 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

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 on behalf of the 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*

a vote will be taken at a subsequent faculty meeting or by the Faculty Advisory Council on behalf of the faculty, as described 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.” 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.

Standard Operating Procedure Manual in the section entitled “Faculty Approval (Vote) Process and Implementation for Items Recommended by the Curriculum Committee.”

Mercer University
College of Pharmacy
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, ELECTRONIC HEALTH RECORD, OR OTHER ELECTRONIC RESOURCES THAT ARE INCORPORATED INTO THE COURSE:**

15. **ARE THERE ANY FINANCIAL CONSIDERATIONS/IMPLICATIONS OR ARE THERE 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:

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Appendix M: 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 facilitator(s) and contact information

Course description

Course objective(s) and goals

Course format

Learning objectives

Behavioral terminology utilized

Attempt to tie learning objectives to curricular outcomes/competencies

Course presentation outline and time devoted to content areas

Grading and examination policy

Grading scale

Attendance, makeup and other course policies

Required/suggested readings and materials

Focus group information (as applicable)

University Disability statement

University Mental Health and Wellness statement

COVID-19 policy (as applicable)

TBL appendix for courses incorporating TBL (as applicable)

Comments:

Reviewer

Appendix N: 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. Video record all examinations and inform the students. The video footage will be stored on a server and 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 will 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 will not attempt to conceal it.
- B. Secure additional proctoring assistance from Ph.D. students and provide proctor training. In addition to the faculty member, secure up to two 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. Additional measures outlined below will require additional assistance. Proctor training will be provided at the beginning of every academic year by the multimedia designer.
- C. Utilize a seating chart, and require students to bring a picture ID for examinations. Students will be required to keep their picture ID on their desk while taking the examination. Proctors will serve as a check to ensure the seating chart/ID/student match up. 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 the upload-confirmation-message from Examplify 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.
 - 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. 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.
- 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 Canvas course pages. Standardized procedures along with other procedures currently in place should be housed on Canvas. 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 members should be encouraged to ensure honest quiz-taking behavior; however, the above procedures are not required for quizzes.

Appendix O: 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)

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 two business 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 P: 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.