

**Promotion and Tenure Guidelines
For Tenure-Track Faculty
In the Department of Clinical and
Administrative Sciences**

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Introduction

The individual performance of each faculty member and the collective performance of the Departmental Faculty as a whole determines the ability of the Department to function, progress, develop excellence and serve the students of ULM, the citizens of Louisiana, and the profession of pharmacy. Thus, the success and reputation of the Department are highly dependent upon the talents of its faculty and how effectively those talents are marshaled to accomplish the missions of the Department, School and University. To achieve and maintain high quality, a comprehensive faculty evaluation system is essential. This document discusses a performance evaluation system for promotion and tenure. Properly administered, this system will encourage professional growth of individual faculty members and assure retention of those faculty members who demonstrate a high level of quality in their work.

The work of Faculty members as individual professionals is often difficult to categorize or measure in traditional academic terms. Clinical Pharmacy Faculty have vital roles in the development and maintenance of pharmaceutical care services that serve health-care professionals, patients, and/or the public at large, in addition to the conventional areas of scholarship, teaching, and service (i.e. charitable, professional and University). Because of these responsibilities, performance evaluations of Clinical Pharmacy Faculty should consider their uniqueness in the traditional University setting.

To receive positive consideration for promotion and/or tenure, Faculty must demonstrate a sense of consistency and quality in their work. In addition to the minimum degree and experience requirements stated in the Faculty Handbook, Clinical Faculty members in the Department of Clinical and Administrative Sciences are expected to provide significant and quality contributions in the areas of Teaching and Scholarship. In addition to this fundamental requirement, the faculty member must also perform satisfactorily in the third area of concern, Service. It is recognized that the types of activities in each of these areas may differ among faculty and the terms significant and satisfactory contributions are not inclusive in meaning. The term satisfactory means performance that is comparable to typical faculty members within the Department with similar workloads. The term "significant" in this context denotes performance that meets or exceeds that of peers, at this institution and at comparable institutions, who have recently achieved similar promotion and/or tenure and are respected for their contributions.

It should also be noted that while the following criteria address Promotion and Tenure criteria analogous to the Group II criteria in the Faculty Handbook, these are not the only criteria on which faculty are evaluated. The value of a faculty member is also dependent upon talent, intellectual curiosity, creativity, enthusiasm, attitude, rapport with students and colleagues, the ability to motivate, teaching ability and effectiveness, professional behavior, and many other intangible qualitative factors that cannot be measured quantitatively. Performance appraisals are not just about tangible activities (such number of grants received, clerkships or graduate students precepted, papers published). A large part of a job well done also involves behavioral issues -- sometimes tangible (e.g. Interaction with coworkers and students) sometimes not (e.g. Department morale). Some valid subjective traits include the ability to work well with others, initiative, willingness to put in extra time and effort whenever necessary, and ability to take direction.

As stated in the faculty handbook, faculty members below the rank of associate professor or equivalent shall serve a probationary period not to exceed seven years of continuous service (as defined in the faculty handbook) and will be evaluated during the sixth year of continuous service for the purpose of determining eligibility for tenure and promotion to associate professor. Faculty members at the rank of associate professor or equivalent shall serve a probationary period of at least one year, but not more than four years. At this time, faculty members will be evaluated according to the criteria outlined below. Application for promotion from assistant professor to associate professor should occur in conjunction with the application for tenure.

Because the above stated time guidelines were developed to allow for appropriate faculty development and evaluation, early application for promotion and/or tenure is discouraged.

Administrative Appointments

Faculty members in the Department may have administrative appointments within the School of Pharmacy. Evaluation of administrative functions is the responsibility of supervising administrators. However, administrative workloads involved need to be considered by the evaluating committees. The administrative responsibility of School of Pharmacy faculty should be clearly defined by the Dean in writing and a copy of these responsibilities including a percent-effort of the appointment placed in the personnel file of the individual.

Scholarly Activity

All faculty are expected to engage in scholarly activities. Scholarship can take several forms including discovery, integration, application, and teaching. A key component of the definition of scholarship is that it results in publications or other products or services that can be readily evaluated. Activities encompassed by each type of scholarship are as follows:

Scholarship of Discovery

Faculty members have the responsibility for the creation as well as the dissemination of new knowledge. The creation of new knowledge constitutes the scholarship of discovery. Faculty members engaged in the scholarship of discovery, regardless of whether involved in laboratory, field based, or practice related projects should engage in scholarship with applicability related to health care or the profession of pharmacy. Examples include but are not limited to:

- Drug design and discovery, drug development, elucidation of the biochemical causes of disease, drug metabolism, pharmacokinetics, biopharmaceutics, pharmacodynamics, drug delivery and the design or evaluation of drug delivery systems.
- Health services research (delivery, access, quality and cost), social and behavioral aspects of therapeutics relative to pharmacy practice, patient outcomes research, innovations in pharmaceutical care, pharmacoeconomics research, health promotion, and disease management research.
- Outcomes research, research into methods for optimizing drug therapy or drug delivery, with an emphasis on those conditions prevalent in Louisiana and the region, research into methods for enhancing patient care, research into methods for enhancing information provision to practitioners, research into new types of therapy for the treatment of conditions prevalent in Louisiana and the surrounding region, identifying rare new, or novel adverse drug reactions or drug interactions.

Scholarship of Integration

Because of the sheer volume of published information, it is difficult to differentiate critical facts and original research findings from those that are less important or that contain serious methodological flaws. The scholarship of integration refers to the comprehensive, analytical review of the literature in a particular area or field with critical interpretation of the results and conclusions.

Examples of this type of scholarship include, but are not limited to:

- Preparation of instructional material for workshops, short courses, or symposia; authorship of books, solicited or peer-reviewed review articles, book chapters, or monographs.
- Comprehensive review of the literature in a particular area published in peer-reviewed journals, including meta-analysis or systematic reviews.
- Publication of the development, implementation, and evaluation of practice guidelines that are prepared based upon the published literature.

- Publication of brief or less in-depth reviews, unsolicited non-peer reviewed review articles, continuing education articles, and articles for local, state or national newsletters.

Scholarship of Teaching

New or innovative teaching methods that are developed and can be critically reviewed and evaluated are considered to be scholarly in nature and are defined as “Scholarship of Teaching”. Examples of this type of scholarship include but are not limited to:

- Evaluation of the effects of different teaching methods on student learning.
- Development of course materials using new or different technologies.
- Evaluation of these materials; and the evaluation of different methods for providing continuing education.

Scholarship of Application

The provision of pharmaceutical care involves the application of research findings and other knowledge for the improvement of health. For this to be considered scholarly, the faculty member must apply knowledge in a manner that provides insight or understanding. When the knowledge application can be critically evaluated by the beneficiaries of the service (patients, other healthcare professionals, the public) and colleagues, it can be considered scholarly and is defined as the scholarship of application. Examples of this type of scholarship include, but are not limited to:

- Technology transfer from basic to applied sciences
- Implementation of intervention programs in health care including patient-oriented services such as health promotion and disease management and the evaluation of these programs
- Development and evaluation of a new type of practice model on patient care or health outcomes; assessing the effect of clinical pharmacy services on health practitioners knowledge or care provision; evaluating the impact of previously prepared practice guidelines on health care; and applying a practice model developed in one setting to a another rural or remote site with evaluation of the resulting impact.

Evaluation of Scholarly Activity.

Components and Weight

As described previously, all faculty members are expected to be scholars, demonstrating a significant contribution based on the percentage of their time assigned to this endeavor. In order to evaluate scholarship, regardless of the type, there must be evidence of the work performed that can be evaluated by colleagues and peers. The nature of the scholarship (e.g., application vs. integration) is not critical. Evaluation should focus on the quality of the work presented as evidence rather than simply on the quantity of work presented. Furthermore, both publications and research funding may be part of the evidence of scholarly activity by a tenure track faculty member seeking to demonstrate significant contributions in scholarly activity. Evaluation of scholarly activity generally includes review of the following evidence:

Grants, contracts, and other funding

All tenure track faculties should make the opportunity to seek funding for their scholarly activities. Funding may be obtained from a variety of sources, both intramural and extramural. Although it is unrealistic to expect that all grant/contract applications will be funded, there should be a record of sound attempts to obtain extramural funding. It is not appropriate for a faculty member to only pursue institutional grants or protocols developed by the source providing the funding. The goal of all faculty should be to progress toward becoming an independent scholar; however, collaborative scholarly activity is

also valued. In instances when a faculty member serves as a co-investigator on a grant or contract, they must document their particular intellectual contribution to the project.

Publications

All tenure-track faculties are expected to publish their scholarly activities. Although more weight will be given to primary or corresponding authorship, true collaborative efforts are also highly valued. For each publication, the faculty member must document their specific contribution to the publication. The majority of a faculty's publication should reflect achievements in the scholarship of discovery, application, integration, and/or teaching as defined above. All publications are important indicators of scholarship; however, emphasis is placed on publications that have undergone the peer review process. The types of publications to be used for evaluation will include:

- A. Books, book chapters, peer reviewed articles of original research in national/international journals, peer reviewed review articles, peer reviewed case series articles, or original case reports.
- B. Non-peer reviewed articles (original research, case report, review articles), continuing education articles, patents.
- C. Abstracts of presentations, monographs, letters to the editor, editorials, book reviews, commentaries, and all other types of publication.

Professional/scientific meeting and other scientific presentations

These include presentations of the results from scholarly activities at regional, national, or international meetings. Although providing a professional seminar at meetings primarily for continuing education purposes generally is considered a teaching or service activity, invited presentations represent acknowledgment of expertise in the area and should be recognized as such. Scholarly presentations will include:

- A. Invited research seminar
- B. Podium/Poster
- C. Research seminar at other institutions
- D. Internal research presentation (ULM, seminar etc.)
- E. Invited professional seminar at a national, regional or state meeting

Inventions

To receive consideration as scholarly activity, documentation demonstrating the usefulness of the product patented, licensed, or copyrighted must be provided.

Pharmaceutical Care Services

To receive consideration as scholarly activity, documentation demonstrating the quality and usefulness of the service must be provided. This documentation is usually in the form of a peer reviewed published report and may include, but is not limited to:

- Evaluation of the impact of a pharmaceutical care services on patient health-care costs, health status, or quality of life.
- Evaluation of the impact of the pharmaceutical care service on the profession of pharmacy
- Evaluation of the impact of a service on the public at large.

Service

Expectations for Service

The University of Louisiana at Monroe should expect "high quality" with regards to health care and service provision to the state. Part of the mission of the Department of Clinical and Administrative Sciences is to develop and maintain quality pharmacy practice sites that serve as models for the development of patient-focused pharmacy practice across the state. In this regard, the provision of quality pharmaceutical care is recognized as a service not only to the patients and health-care professionals

involved, but to the State at large. High quality service provision should thus be encouraged, recognized and rewarded. In addition to the provision of pharmaceutical care, the term service refers to the work that faculty members perform for the nation, State, University, School, Department, and public organizations that contributes to the welfare of others. Examples of service activities include but are not limited to (in alphabetical order):

- Appointment or election to offices in professional organizations
- Committee or task force membership (Departmental; School; College; University; Local; State; Regional; National; or International/
- Consultant activities. Consulting activities demonstrate expertise in a particular field. Such activities bring recognition to the faculty member, the School and the University. Such activities include but are not limited to serving as a consultant to the pharmaceutical industry, including serving on a speaker's bureau, state government or healthcare related organizations and institutions.
- Coordination of and participation in School Continuing Education Programs
- Editor, editorial board, referee activities;
- Grant reviewer for funding agencies
 - National level agencies (e.g. NIH, NSF, National American Cancer Society)
 - Professional Organizations (e.g. AACP, ACCP, ASHP)
 - State Organizations (e.g. La Heart Association, La Lung Association)
 - Local Funding Sources (e.g. ULM sponsored grants)
- Mentorship of junior faculty.
 - Participation in the mentoring of junior faculty is an activity that should be shared by all senior faculty. The senior faculty should be available and willing to provide advice, guidance, and assistance to junior faculty in their teaching, scholarly activity, and service activities.
- Pharmaceutical Care Provision
 - The actual practice of pharmacy through the provision of pharmaceutical care is considered to be service to the School when it contributes to the School's overall mission. Additionally, the provision of quality pharmaceutical care is considered a service to the patients and health-care workers involved as well as to the State at large.
- Presentations to lay public, community groups
 - Examples of presentation types include health fairs, speaking engagements, "brown bag" medication review sessions, and media presentations/interviews. When the same presentation is provided multiple times to different public or community groups, such presentations will be generally considered as service if they contribute to the overall goal and mission of the School or University and are performed for no, or only token, remuneration.
 - Continuing education presentations or other presentations to professional groups completed outside the School of Pharmacy's Continuing Education Program are generally considered teaching or service, as most appropriate.
- Service on graduate student, professional student, clinical fellowship, or resident committees.
 - This activity should be considered either teaching or service, depending on the extent to which the committee member is involved in the actual teaching of the involved student, or trainee.
- Special project assignment from the Dean, Department Head, or other administrators
- Student advising – professional degree students, student organizations
- Teaching students not enrolled in the University of Louisiana at Monroe or one of its sponsored training programs.

Evaluation of service

The evaluation of service includes an assessment of the extent to which the activities benefit the citizens of Louisiana, the School, the University, or the profession. In addition to community service,

service within a person's professional expertise as a faculty member, and performed with one's University affiliation identified should be considered for evaluation. Appropriate high quality service is required for promotion and/or tenure. Some or all of the following criteria may be used to assess service activities:

Provision of Pharmaceutical Care

Criteria used to evaluate the provision of pharmaceutical care include but are not limited to:

- Evaluation of service by colleagues or others in a position to observe outcomes.
- Development of a practice portfolio.
Each year, faculty members engaged in pharmaceutical care provision which will prepare a portfolio that includes the following: written practice related goals and a related plan of action for the upcoming year, the extent to which past goals and plans were accomplished, a brief summary of the practice-related service activities undertaken, and the extent of involvement in each one, documentation of patient care related innovations initiated, and documentation of any assessment of patient care outcomes conducted.
- Scholarly publications/presentations describing service related activities.
Faculty should endeavor to engage in practice-related service activities that can also be considered scholarly in nature. Evidence in the development of unique or innovative service activities can be assessed by documentation of any publications/presentations resulting from such efforts.
- Committee or task force memberships, student advising, service on graduate committees, holding of professional offices, ULM School of Pharmacy continuing education coordination or participation, editor/referee activities, consultant activities, mentoring of junior faculty, presentations to public or community groups.

Faculty members should clearly indicate on their annual activities report, the number and extent of their contribution to various committee, task force or other memberships, their specific advising/graduate committee activities, the professional offices held and specific responsibilities of these offices, the number and type of editor/referee and consultant activities undertaken, and for each presentation, the date and title of the talk, type of audience, location, and sponsoring agency.
- Special project assignment from the Dean, Department Heads, or other administrators.
Special project assignments, other than those that carried out as a part of a committee assignment, that require a significant amount of time and effort on the part of an individual faculty member should be briefly evaluated by the administrator(s) responsible for assigning them.

Promotion, Tenure and Merit Considerations

Teaching

Expectations for Teaching/Instruction

Exemplary teaching/instruction is one of the goals of University of Louisiana at Monroe. In keeping with this goal, the expectations for, and the types of teaching activities undertaken by tenure-track faculty may include activities such as:

- Didactic instruction for Professional Students; Graduate Students; Resident Trainees; Clinical Fellowship Trainees; Undergraduates in the School of Pharmacy.
- Experiential instruction for professional students and resident trainees
- Laboratory instruction for professional students, graduate students, and clinical fellowship trainees.

- Active participation in multidisciplinary and interdisciplinary teaching efforts within the School of Pharmacy.
- Active participation in off-campus, distance learning and continuing education efforts

Components of effective instruction by faculty include:

- Possessing a depth and breadth of knowledge in their specialty area and communicating this knowledge with others.
- Keeping up with the most current developments in their field and relating them to their teaching
- Stimulating imaginative thinking among students
- Stimulating problem-solving and life-long learning skills among students
- Monitoring their teaching continuously and implementing methods to improve it in delivery and/or content as required.
- Serving as a role model, through example, for students during their experiential and laboratory training.
- Graduate teaching and dissertation advising. Activities include: Serving as a major advisor and Serving on a student's committee
- Supervision of professional student, resident, or clinical fellowship research/investigation projects

It is recognized that faculty members might not be engaged in every teaching/instruction activity listed above at any given time. However, faculty should endeavor to participate in all of the previously listed activities relevant to their discipline, unless a given activity has been precluded by factors beyond the faculty member's control (e.g., lack of appropriate funding for residencies or fellowships).

Evidence of Teaching/Instruction

The evaluation of faculty teaching must be accomplished through the use of a method that reflects the diversity of the various instructional components. A teaching portfolio, which includes student evaluations, peer evaluations, and measures of teaching improvements/innovations provides a means to measure such diversity. Evaluations are used to help assess the quality of teaching. Included in the evaluation process will also be consideration of teaching quantity.

Teaching portfolio. Each faculty member will be asked on a yearly basis to critically assess his/her teaching activities and to maintain a teaching portfolio for both professional and graduate teaching/instruction. The information in the teaching portfolio will be maintained by the Department Head unless otherwise indicated. Items required items in teaching portfolio include:

- A reflective statement of teaching goals, responsibilities and approach. This statement will state the specific teaching goals for the next year. These goals should be consistent with the short- and long-term goals of the Department, School, and University and written in behavioral terms. In addition the faculty member will analyze the extent to which teaching goals for the previous year were met, provide an assessment of their areas of strength and weakness, and list any specific plans for teaching/instruction enhancement and improvement over the next year. The Department Head will be expected to review the completed statement with the faculty member and to either approve or modify in conjunction with the faculty member (if necessary) the specific goals and plans for the next year.
- A list of courses taught, with enrollment numbers, the number of contact hours, the format of each course (didactic vs. laboratory), and whether its team-taught or a new course.
- Number of graduate, resident, or clinical fellow advisees

- Course syllabi (lecture syllabi for team-taught courses) which should include: Course descriptions, with details of content, objectives, methods, competency outcomes and procedures for evaluating student learning; Reading lists; and Assignments with detailed keys where appropriate.
- Representative exams (or exam questions for team-taught courses), quizzes, videotapes and other materials employed in student assessment.
- Representative handouts, problem sets, lecture outlines.
- A listing of seminars or professional meetings attended in relation to teaching.
- Student evaluations of teaching
- Peer and Departmental Head evaluations. Peers can provide valuable assessment of teaching quality, with a perspective not possible from students. Peer evaluations will be expected to provide positive feedback when appropriate, constructive criticism when necessary, and specific instruction for continued improvement of teaching skills. Peer evaluation may be conducted by faculty within and/or outside the Department. Once completed, peer evaluations should be forwarded directly to the Department Head.
- Measures of teaching improvement/innovation
- Development and incorporation of significant course changes or development or incorporation of innovative teaching methods are important desirable activities if they lead to improvement of teaching. Examples include development and incorporation of new, creative, educational techniques in a variety of formats to provide didactic material to students either on- or off-site. (Computerized material, problem-based learning, video or videodisk, etc); development and incorporation of new, creative methods by which to conduct or enhance experiential teaching either on- or off-site; development and incorporation of new, creative multidisciplinary or interdisciplinary efforts in either didactic or experiential teaching; development and implementation of a new course, or part of a new course that utilizes innovative teaching methods or concepts, or significant instructional improvement projects or methods undertaken.
- Teaching improvements or innovations should be described in the portfolio. Feedback should be obtained from peers and/or the involved students to assess the benefit/impact of these activities, and this information should also be included in the portfolio.

Optional items in teaching portfolio

- Description of the uses of computers or other technology in teaching.
- Scores on standardized or other tests of skills and/or competencies, before and after instruction.
- Description of the development of student experiential programs.
- Description of assistance provided to colleagues on teaching
- Publications in teaching journals
- Descriptions of training graduate students for careers in teaching.
- Description of the design of new courses.
- Description of the design of interdisciplinary or collaborative courses or teaching projects.
- Description of new methods for teaching, assessment of learning, or grading.
- Preparation of a textbook or development of other course materials to facilitate learning.
- Teaching awards
- Descriptions of any invitations or requests, based on teaching reputation to consult, conduct workshops, write articles, provide advice, etc.

- Results of exit interviews with students or interviews with alumni regarding effectiveness of faculty teaching.

Teaching quantity

Teaching quantity should be taken into account during an overall assessment of a faculty member's achievements, and consideration should be given to the type of teaching activities undertaken. Faculty with heavier teaching loads relative to others in the Department should be recognized and rewarded for these extra efforts. Consideration of teaching quantity should include the following types of activities:

- Coordination of a team-taught course
- Direct teaching responsibility for an entire course or the major contributor to the teaching of a course.
- Total number of didactic hours provided
- Number of experiential rotation blocks provided to students and number of students per block.
- Number of a Ph.D. graduate students supervised.
- Number of M.S. graduate students supervised.
- Number of Pharmacy residents or fellows precepted
- Professional degree students supervised during research, investigation, or special projects
- Formal education provided to practicing pharmacists or other health care professionals.
- Total number of in-services/presentations provided to pharmacists or other health care providers

PROMOTION, TENURE AND MERIT CONSIDERATIONS

TENURE TRACK FACULTY

Scholarship

Promotion to Associate Professor with Tenure

For promotion to associate professor, assistant professors must have published peer-reviewed articles of sufficient quality to demonstrate that their scholarly contributions are consistent with respect to the percentage of their time allotted to scholarly activities. A requirement specifying an exact number of publications and/or grants/contracts considered to represent a significant contribution is not made since the comprehensiveness and quality of various scholarly activities can be quite variable; however, it is generally expected that upon application for promotion to associate professor with tenure, a faculty member will have averaged a minimum of one peer reviewed publication per year. It is expected that faculty will attempt to obtain extramural funding for scholarly activities, and receipt of funding is extremely desirable for promotion and tenure. Evaluation of the scholarly activity of tenure-track assistant professors must take into account the time since the initial appointment and progress since the last evaluation. For tenure considerations, assistant and associate professors must demonstrate commitment and growth in the area of scholarly activity. Quality should be valued over quantity, and the achievement should be consistent with the percentage of the faculty member's time allotted to scholarly activity.

Promotion to Full Professor

For promotion to the rank of professor, the faculty member must have a sustained record of achievement in scholarly activity consistent with the percentage of their time allotted to scholarly activities. It is expected that this record will include the publication of quality peer reviewed manuscripts as well as the receipt of extramural funding for scholarly activities.

Merit Considerations

For merit considerations, the assistant professor must demonstrate that scholarly activities have been initiated and/or consistent efforts to obtain extramural funding have occurred.

For merit consideration as associate professors or professors, faculty must demonstrate evidence of a sustained scholarly contribution comparable to that required for promotion to their respective rank.

Service

All faculty are expected to actively meet their responsibilities with regard to Department, School, and University committee assignments, student advising and defined pharmaceutical care activities. In addition, faculty are strongly encouraged to actively participate in the other types of service activities listed previously. It should be noted that the quality of the provided service is more important than the quantity of the provided service. With respect to pharmaceutical care services provided, the type and quality of the service should be able to be evaluated by peers. The types of materials that could be evaluated include (but are not limited to):

- The practice portfolio which includes evidence of type and extent of contributions to pharmaceutical care.
- Letters or surveys that provide evidence of the important benefits that service activities have provided clients (analogous to student evaluation of teaching)
- Measures of attitudinal change or improved performance of clients as a result of service activities.
- Statements from colleagues or patients who are in a position to observe positive outcomes resulting from service activities.
- Statistics or monetary data demonstrating improvement in targeted areas.
- Documentation of service related honors or awards.
- Formal annual reports of a specific service activity.
- Published manuscripts or abstracts describing service activities, service-related newsletters or monographs, and documentation of any other service contributions that resulted in recognition.

Teaching

Significant contributions in teaching are required of all faculty members regardless of rank unless that faculty member's letter of appointment specifies otherwise. The most important factor in the evaluation of a faculty member's teaching performance involves an assessment of quality. Within the teaching portfolio, significant weight should be given to each of the following required items:

- Student evaluations
- Course syllabi and other supporting materials (e.g., representative exams, quizzes, and handouts).
- Peer and Departmental Head evaluations of teaching
- Measures of teaching improvement and innovation

The other required and optional items in the teaching portfolio should also be given consideration because they provide evidence of the depth and breadth of a faculty member's teaching activities and can help provide further supporting evidence for the assessments listed above. Teaching innovations may or may not prove to be successful and credit should be given for all attempts made on sound principles.