

**COLLEGE OF PHARMACY  
DEPARTMENT OF PHARMACOTHERAPY**

**Department Guidelines for Appointment and Reappointment of (Clinical) Track Faculty  
July 2008**

**I. PREAMBLE**

This document provides guidelines for Department of Pharmacotherapy (Clinical) (non-tenure, salaried) Track faculty appointment and reappointment at the same or higher rank. This document is to be used as a tool to: a) aid in the professional development of clinical track faculty, b) define a minimum standard for the evaluation process, and c) identify areas where clinical track faculty may need or desire further mentoring.

The guidelines for the appointment and reappointment of (Clinical) Track faculty in the Department of Pharmacotherapy are designed to assist professional development of the individual while fostering academic programs, administrative duties, scholarly activities, patient care practices, and community involvement. Although the major responsibility of clinical track faculty is to educate pharmacy students [and other health care disciplines as the need arises], these individuals are also expected to actively participate in scholarly activity, and university and community service while maintaining high quality practice site(s) (e.g., clinical, administrative, legal, industrial, etc.). Given the interdisciplinary environment of health care today, clinical track pharmacy faculty represent a diverse group of practitioners with varied interests and practice styles. As a result, review of productivity of these individuals dictates the development of guidelines reflective of this diversity.

The guidelines for appointment and reappointment of (Clinical) Track Pharmacy Faculty are divided into four sections: 1) Teaching, 2) Scholarly Activity, 3) Service [University and Community], and 4) Professional Practice. The fourth section was included with the traditional three areas of evaluation to emphasize the importance of the faculty member's practice activities. Although most clinical track faculty maintain a practice site in a clinical setting (e.g., hospital, clinic, community, etc.), other clinical track faculty are involved with pharmacy practice in administrative practice management, etc.), legal (including law practices), and other settings. Practice, traditionally, has been understood as a form of service, when in reality, practice experiences complement the faculty member's contributions to teaching, scholarly activity, and service.

Within the scope of an academic setting, an evaluation process should identify areas of importance with regard to appointment and reappointment of faculty. The following table summarizes the reappointment process for the Department of Pharmacotherapy Clinical Track faculty. The Department Clinical Track Reappointment Review Committee is abbreviated as CTRRC in the following text and bullet format.

## **Primary Employer Responsibility ---- College**

### Assistant Professor (Clinical)

- Performance review annually with Dept Chair
- Informal review with committee upon request by faculty member and Dept Chair
- Formal review with committee and Dept Chair every three (3) years or sooner if requested by Department Chair.

### Associate Professor (Clinical)

- Performance review with Dept Chair annually
- Informal review with committee upon request by faculty member and/or Dept Chair
- Formal review with committee and Dept Chair every five (5) years or sooner if requested by Dept Chair

### Professor (Clinical)

- Performance review with Dept Chair annually if requested by faculty member
- Informal review with committee upon request by faculty member and/or Dept Chair
- Formal review with committee and Dept Chair every five (5) years

## **Other Primary Employer**

### All Ranks - Those on College payroll (i.e., partial funding)

- Informal review with committee upon request by faculty member and/or Dept Chair
- Formal review with committee and Dept Chair every five (5) years

Clinical track faculty should receive the benefit of an annual performance review with the Department Chair with regular comprehensive reviews in order to provide every reasonable opportunity for those individuals to advance their careers and be eligible for reappointment at a higher rank. Clinical track faculty need to know the departmental expectations. Clinical faculty at the Associate Professor level or higher who desire an annual informal review with committee may make this request to the Department Chair; the Chair also has the option to recommend an informal review to the associate level or higher rank faculty member. Otherwise, the Associate and Professor level faculty will receive an annual performance review; and, will be formally reviewed by the CTRRC every five (5) years, or sooner if requested by the Department Chair and faculty member.

As the clinical track faculty member becomes more experienced, the frequency of reviews may be less frequent, as is the case with formal review of tenured faculty every five years. No probationary period exists, per se, for clinical track faculty in as much as their appointments must be renewed annually unless a term appointment of not more than five years is negotiated between the Department Chair and the clinical track faculty member.

The annual performance reviews for Clinical Track faculty will be conducted by the Department Chair and will include an assessment of the accomplishment of goals and performance in areas of teaching, service, professional practice and scholarship. A formal evaluation will be done every three to five years, depending upon rank, and when reappointment at a higher rank is being considered. The formal evaluation will also be conducted by the committee and the Department Chair. (Note: Prior to the initiation of the formal review process, an informal review of the faculty member's curriculum vitae will be conducted by the CTRRC to determine the candidate's readiness for reappointment at a higher rank.)

Formal comprehensive reviews will be conducted by the same time line as those utilized for the tenure track review process. The dates will vary by calendar year but an approximate mirrored time line follows: (The Dept Chair will provide exact calendar dates to faculty on an annual basis. Please see Appendix I.)

### **College of Pharmacy Time Line for Reappointment at a Higher Rank (See Appendix I)**

Spring	Selection of CTRRC Chair and Chair-elect. Department Chair will update department faculty at the next department meeting.
Mid-June	Informal CTRRC review of curriculum vitae of candidate faculty; faculty member selects faculty mentor for this process
First Week of August	<p>Deadline for submission of complete faculty file* with self-assessment letter to Department Chair to review for completeness</p> <p>Faculty member, requesting a formal review to retain current rank, submits two (2) internal letters (one from a peer at the practice site; one from an academic peer) at the discretion of the Dept Chair. The faculty member is responsible to make the necessary contacts with references writing the letters. External letters are not required for this type of review.</p> <p>Faculty member, requesting reappointment at higher rank, submits a list of four (4) external individuals' names as qualified reviewers [at least two (2), preferably three (3), will be selected]; the number of internal letters is left to the faculty member (generally, 2-4 letters)</p> <p>Feedback between faculty candidate and Dept. Chair during this month regarding completeness of file</p>
First Week of September	The completed file (per changes suggested by Department Chair) & self-advocacy letter due to the Department Chair; faculty may add to the file but may not examine the file
Last Week of September	Separate copy of curriculum vitae, student & peer teaching evaluations to Associate Dean for Faculty Affairs for Student Advisory Committee (SAC) review; process to be initiated by Dept Chair
Mid-October:	<p>SAC review is added to the file which is then considered closed</p> <p>Deadline for receipt of external letters</p>
Mid-November	Deadline for final committee meeting
End of November	Deadline for committee Chair to present committee report to the Department Chair
Early December	Presentation of Chair recommendations to College RPT, informational only
Mid-December	Deadline for Dept Chair to provide faculty member with exact copy of the committee Chair's evaluation & summary report with option for a written response
End of December	Deadline for the completed file, including the faculty member's responses, if any, to be forwarded to the Dean.

Note\*: The file for evaluation by the Department CTRRC will consist of the following items:

1. Faculty member's self-assessment letter
2. Faculty member's portfolio
3. College SAC Faculty Evaluation Report, signed by the SAC Chairperson
4. Department SAC reports, if conducted
5. Letters of evaluation from recognized experts who are qualified to comment on the faculty member's accomplishments, if requested, along with a statement from the Department Chair describing the qualifications of those who wrote letters of evaluation, their relationship to the candidate and the method of their selection.
6. Summary report of the Department committee deliberations, signed by the Committee Secretary and its Chair and listing the names of committee members present (also showing that a copy was sent to the faculty member).
7. Department Chair's letter of recommendation (showing that a copy was sent to the faculty member).
8. Faculty member's response, if any.

## **II. DEPARTMENT CLINICAL TRACK REAPPOINTMENT REVIEW COMMITTEE (CTRRC)**

### **Committee Membership**

- A. Reappointment: All core faculty of equal or higher rank are eligible to participate in the consideration of individual cases on matters of reappointment at the same rank. Only faculty at a higher rank are eligible to participate in considerations of reappointment to a higher rank of clinical track faculty. Thus all faculty at the Associate Professor level would participate in the review of faculty being reappointed at the same or higher level to the Associate Professor rank in the Clinical series. The entire committee will vote on reappointment of clinical faculty [University Policies & Procedures, Chapter 2, Section 3].

The clinical track faculty member who is to be reviewed by the committee may select the Committee member (clinical track or tenure track) who will present the review file to the Committee.

- B. The CTRRC Chair will be a clinical track faculty member. All other rules regarding quorum, absentee voting and limitations are the same as those in the guidelines for considerations of regular tenure track faculty.
- C. Other individuals from outside this Department may be invited to participate on the Committee membership as designated by the CTRRC Committee Chair. These individuals will not have voting privileges.

### III. ACTION BY DEPARTMENT REAPPOINTMENT COMMITTEE

- A. **Considerations:** The Department Chair and CTRRC Chair shall call a meeting of the CTRRC as needed to consider the reappointment of all clinical track faculty members.
- B. **Notice to Student Advisory Committee (SAC) and Department Faculty:** Prior to the convening of the CTRRC, the Department Chair shall request the College Student Advisory Committee (SAC), and invite any interested faculty members in the department, to submit written recommendations with respect to each candidate being considered for reappointment at a higher rank, stating as specifically as possible the reasons for each recommendation. This will be done for formal reviews only.
- C. **Notice to Candidate:** Each candidate for reappointment to the same or higher rank shall be given at least six weeks advance notice of the review and an opportunity to submit any information the candidate desires the committee to consider. The faculty member will be notified by the Department Chair by the first business day in September or earlier to begin preparations for this review. Faculty candidates will be given as much advance notice as possible to allow adequate time to prepare materials.
- D. **Materials to Committee:** The Department Chair shall forward to the CTRRC any statements and materials submitted by the candidate for reappointment. In addition, the Department Chair will inform the advisory committee of the candidate's position description.

For the review process, the faculty member may include the following information in the file:

	Reappt* at	Reappt at Same Rank	Higher Rank
	<u>Informal</u>	<u>Formal</u>	<u>Formal</u>
Curriculum vitae updated	Required	Required	Required
Self-Assessment letter	Optional	Required	Required
Teaching evaluations	Optional	Required	Required
Clerkship evaluations	Optional	Required	Required
Examples: scholarly activity	Optional	Required	Required
Examples: professional practice activities	Optional	Required	Required
List of names for potential letters	Optional	Required	Required
Internal Letters	2 Letters Chair decision	1-2 Letters & Chair decision	2-4 Letters Chair decision
External Letters	None Chair's decision	None	4 Names
SAC report	No	Required	Required

\* Reappt: Abbreviation for "Reappointment"

- All faculty undergoing informal or formal review are required to submit an updated curriculum vitae (CV) for the discussion. Although many formats for the CV exist, the faculty member should include invited presentations, citations for abstracts, poster presentations, book reviews, letters to the editor, original works, book chapters, etc. CV formats are available from any of the Department faculty.

#### Self-assessment Letter

The self-assessment letter, required for the formal review, may potentially include the following information:

- Introduction statement should provide a list of items to be included in the completed file such as a copy of the curriculum vitae, teaching and clerkship evaluations, sections for scholarship and professional activities, a list of suggested internal and external reviewers with the associated waiver form of evaluation (if selected by faculty), other items of interest as deemed appropriate by the faculty member and Department Chair.
- A statement regarding when the last time a self-advocacy letter was written and, if applicable, a description of the types of comments or recommendations that were suggested by the previous evaluation committee.
- List areas of evaluation (teaching, service, professional practice, scholarly activity)
- Describe accomplishments in each of the four areas noting, especially, improvements accomplished since the last formal review.
- For each area, describe any unique aspects or innovations; for instance, the type of practice site that has been developed or unique rotation characteristics.
- If the faculty member teaches in more than one department, (internal or external to the College), describe the type of teaching that is done in each department.

#### Teaching Evaluations

Teaching evaluations should include student and peer evaluations for classroom teaching, and/or (depending on teaching load), student clerkship evaluations for all courses where the faculty member has contributed substantially to student education for the time period since either the date of hire (for first-time reviewees) or since the last formal review. Generally, classroom student evaluations are automatically obtained from students whenever the faculty member provides two (2) or more lectures during a given course or module. A faculty member, however, may request that the coursemaster obtain student evaluations for a lesser number of lectures.

If the faculty member notices that evaluations are missing from their own personal file, the Dean's Office should have the necessary evaluations on record.

Those faculty who have not had student evaluations conducted for their classroom teaching may obtain letters of support for their teaching from students who were in the specific course as well as

the coursemaster. Other internal letters from clinicians, such as physicians or colleague pharmacists, could comment on staff teaching activities such as in-services and other presentations. Audience evaluations from regional or national meetings may also be utilized during this process.

Faculty are also responsible to ensure that peer evaluations are conducted during their classroom teaching. The process, initiated by the faculty member, involves a 2-person peer observation whereby one individual is a representative of the College Learning & Teaching Committee, and, the other individual (either internal or external to the Department and is selected by the faculty member), preferably, has expertise in the presented subject matter. (The primary objective of the Learning & Teaching Committee is to improve faculty teaching, assist in faculty development and document improvements in teaching.) The Learning & Teaching Committee desires to observe faculty who are contributing at least two (2) lectures minimum in the classroom (e.g., Therapeutics) and, then, provides a written report to the faculty person.

Examples of scholarly activity and professional practice activities are included in the upcoming sections for Scholarly Activity and Professional Practice in this document.

### Internal & External Letters

Internal and external letters are required for reviews of appointments and reappointments to Associate Professor and Professor ranks.

The formal review for appointment and reappointment at the same rank requires two (2) internal letters (1 from a colleague clinician [e.g., pharmacist, physician or other allied health professional] who interacts consistently with the faculty member at the practice site and is familiar with the faculty candidate's professional work; 1 from an academic peer having a higher rank than the faculty candidate or full professorship), if requested by the Department Chair. The faculty candidate provides the names of references for these internal letters to the Department Chair.

Faculty who are requesting reappointment at a higher rank require three (3) external letters where the writers possess a higher academic rank or full professorship and are qualified to comment on the candidate's area(s) of expertise. The letters must originate outside the Department. The faculty candidate will provide four (4) names to the Department Chair of individuals who are qualified to serve as external reviewers. From this list, the Department Chair will select two, preferably three (3), external reviewers' names who will then be contacted by the CTRRC Chair (not by the faculty candidate). The faculty candidate is not required to be a personal acquaintance of the writer. The letters are solicited on a confidential or non-confidential basis. When letters are solicited on a non-confidential basis, respondents shall be informed in writing that their letters may be seen by the faculty member being reviewed.

The number of internal letters will be left to the discretion of the Department Chair and the faculty member who is requesting reappointment at a higher rank. Generally, two (2) to four (4) internal letters are typical. As a supplement to these internal references, letters may be obtained from former students and/or residents, which may help corroborate the candidate's professional and/or teaching expertise. All letters should be sent confidentially to the Chair of the Department

The Department Chair shall request from the Associate Dean for Academic Affairs a formal teaching evaluation by the College SAC of each clinical track faculty member being considered for reappointment at a higher rank. This evaluation shall be in the same format as formal teaching evaluations of tenure track faculty. Evaluations of teaching in the Professional Experience Program (PEP) shall include evaluations by the College PEP Director.

The Department Reappointment Committee shall review the teaching evaluations for the faculty member that are available in the files of the Associate Dean for Academic Affairs. In the absence of such evaluations, the Department Chair and the CTRRC Chair shall request the preparation of such reviews by an ad hoc committee comprised of students of the faculty member being reviewed.

- E. **Student Advisory Committee (SAC) Reports:** The Student Advisory Committee (SAC) shall be given four weeks to prepare its recommendations, but upon failure to report after such notification and attempts by the Department Chair to obtain the reports, the SAC's recommendations shall be deemed conclusively waived and their absence shall not thereafter be cause for complaint by faculty members appealing an adverse decision. In the event that a SAC report is not available, the advisory committee will rely on available student evaluations.
- F. **Committee Secretary:** A secretary of each meeting shall be designated by the Chair of the Department Reappointment Advisory Committee and shall take notes of the discussion to provide the basis for developing a summary.
- G. **Committee Reports:** After due consideration, a vote shall be taken on each candidate for reappointment by all faculty who are present and eligible to vote. The secretary shall make record of the vote and shall prepare a summary of the meeting which shall include the substance of the discussion and also the findings and recommendations of the department advisory committee. All faculty who participated in the deliberations shall have an opportunity to review the report and to suggest changes to the Chair of the advisory committee. This summary report of the meeting, bearing the written approval of the committee Chair, shall be forwarded to the Department Chair, along with a list of all faculty members present at the meeting.

#### IV. REAPPOINTMENT

The purpose of a reappointment review is to examine the academic competence of a faculty member and to reappoint only those who meet the standards of the Department and College and the expectations of the University.

Formal consideration for reappointment requires thorough examination and documentation of the candidate's academic competence and excellence of performance will be in accordance with the pertinent criteria described below.

#### V. REAPPOINTMENT AT A HIGHER RANK

Reappointment at a higher rank is an acknowledgment of excellent performance in teaching, successively higher ranks will be awarded on the basis of increasing attainment in the areas noted above.



## **Rationale and Guidelines for Assessment of Performance**

The four categories for review include 1) Teaching, 2) Scholarly Activity, 3) Service [University and Community], and 4) Professional Practice. Descriptions of these categories include the philosophy or rationale to define the role of the clinical track faculty member. Given the diversity of practice sites, guidelines of assessment are used, within each category, to explain various tasks which might be performed by the individual. The guidelines have been developed in an effort to enhance the productivity of clinical track faculty members. In order for professional growth to occur in a continuous, progressive manner, clinical track faculty members will be reappointed at a higher rank when the following criteria are met (Note: term definitions below):

### **Definitions:**

**Competent Performance:** meeting or exceeding the minimum acceptable standard for teaching, scholarly activity, service, and practice

**Excellent Performance:** significantly exceeding the minimum acceptable standard for teaching, scholarly activity, service, and/or practice to advance the practice and understanding of pharmacy

**Initial appointment as Assistant Professor:** competent performance in four (4) categories with the potential for excellence in one (1) category.

**Reappointment as Assistant Professor:** competent performance in all four (4) categories and excellent performance in one (1) category for reappointment.

**Reappointment as Associate Professor:** competent performance in all four (4) categories and excellent performance in two (2) categories.

**Reappointment as Professor:** competent performance in all four (4) categories and excellent performance in three (3) categories

### **A. Teaching**

**Rationale:** One of the primary obligations of the faculty is to teach. Teaching activities prepare pharmacy students as well as students of other health care disciplines for their anticipated professional and interdisciplinary roles in society. In order for students to recognize professional practice faculty as role models and in order for professional practice faculty to maintain professional acumen and credibility, the faculty must be directly and regularly involved in professional practice when such is an aspect of the faculty member's responsibilities. In addition, faculty may fulfill teaching obligations by participating in the provision of service courses offered to the university community.

All members of the clinical track faculty must be competent and willing to participate in teaching in their areas of expertise. Evaluation of the clinical track faculty member's teaching performance shall include letters of evaluations from peers addressing these matters as well as review of teaching syllabi and outlines. Teaching may involve not only didactic and clerkship teaching, but also teaching in patient rounds, labs, workshops, mentoring and advising junior faculty, residents, fellows, and/or students of pharmacy, as well as other health care disciplines.

The criteria for evaluation of teaching require that the faculty member has acceptable evaluations by students and peers. Evaluation of teaching may include student and peer evaluations of syllabi, objectives, reading/homework assignments, classroom materials, teaching methods, exams, and computer programs.

Some other examples of advanced teaching activities which may be considered include: receiving fellowships and grant awards supporting educational programming, teaching awards, innovations/creativity in teaching, assumption of administrative/supervisory responsibility for courses, contribute to course/curriculum development, modification of existing courses, development and participation in the supervision of residency and/or fellowship programs, and serving on or chairing a graduate research/thesis committee.

The following functions are examples of major teaching activities that may be provided by clinical faculty. This list is not complete; other teaching activities may also be appropriate:

- Presenting didactic lectures
- Teaching at clinic or other community practice sites
- Teaching labs
- Teaching in patient rounds
- Directing graduate research/thesis direction
- Establishing, precepting, or directing residency, fellowship, or other programs
- Mentoring
- Advising
- Presenting continuing education lectures at academic or healthcare institutions
- Providing seminars for professionals
- Conducting workshops

The following are not only examples of innovative teaching but may also be provided as examples of scholarly work related to teaching:

- Publishing books or book chapters related to teaching
- Publications/grants related to teaching
- Fellowships/grant awards supporting educational programming related to teaching
- Research in educational methods/techniques related to teaching

The following items are examples of what may be reviewed to assess teaching:

- Student evaluations
- Peer evaluations - scheduled classroom teaching observations (scheduling done by faculty member)
- Peer/committee evaluation of instructional materials:
  - course syllabi, objectives, reading/homework assignments, classroom materials;
  - teaching methods
  - exams
  - computer programs
- Letters of support from peers
  - Opinions of other faculty members knowledgeable in the candidate's field, based on: class visits, attendance at public lectures /lectures before professional societies given by the candidate

- Teaching awards
- Innovations/creativity in teaching
- Assumption of administrative/supervisory responsibility for courses (coursemaster)
- Contributions to course/curriculum development; modification of existing courses
- Evaluations of advising performance (how often they meet with the advisee, advisee evaluations)

### **Guidelines for Assessment of Teaching Competence**

a. **Appointment and reappointment at the Assistant Professor (Clinical) Rank:**

For initial appointment, the faculty member or candidate must have experience in teaching. The faculty member is expected to actively participate in the education of students in professional course work and/or in site development and maintenance of the Professional Experience Program. Active participation in course planning, implementation and evaluation is also expected.

### **Guidelines for Assessment of Teaching Excellence**

a. **Appointment and reappointment at the Associate Professor (Clinical) Rank:**

The criteria listed for Assistant Professor (**Clinical**). The faculty member must demonstrate ability in teaching activities. Additionally, providing advice, guidance, and mentoring to less experienced faculty, and/or teaching assistants, and participation in clinical and/or didactic teaching as appropriate, based on teaching responsibilities and opportunity. The faculty member is expected to have a consistent participation in teaching of professional courses and/or Professional Experience Program site development/ maintenance.

b. **Appointment and reappointment at the Professor (Clinical) Rank:**

The criteria listed for Associate Professor (**Clinical**). The faculty member must have a sustained, demonstrated ability in clinical and/or didactic teaching. The faculty member should have documented and demonstrated teaching innovations. Faculty should consistently and actively sustain participation in professional courses and/or the Professional Experience Program (PEP) site development and maintenance with the PEP Coordinator. Faculty should actively and effectively provide leadership in appropriate committees or task forces with innovative teaching methods or innovative clinical service teaching.

## **B. Scholarly Activity**

Rationale: The changing nature of pharmacy practice dictates that students be trained for nontraditional as well as traditional roles. This requires faculty members who are competent in the profession of pharmacy and whose professional and scholarly achievement result from activities conducted in clinical, community, and institutional environments. Given this challenge, many clinical track faculty devote a significant portion of their time to the inseparable activities of teaching (both didactic and experiential) and clinical service, and thus have less time for formal scholarly and research activities. Some clinical faculty devote their limited time to academic activities; others utilize their clinical experience for academic practice-based investigation. The form of scholarly achievement by clinical track faculty may also extend beyond the traditional peer-

reviewed reports of original research. The quantitative productivity level achieved by a faculty member should be assessed realistically with knowledge of the time and institutional resources allotted to the individual for creative work. With these caveats, innovations in practice and dissemination of expertise on behalf of the profession are still requirements for reappointment in the clinical track. The expectation is that full-time paid faculty shall make scholarly contributions which should include publications in peer-reviewed journals; and, that presented papers/posters follow a natural progression to publications in peer-reviewed journals.

The definition of scholarly achievement/activities may encompass a wide range of creative endeavors, including (but not limited to the following):

1. Peer-reviewed original manuscripts (including reviews, original research reports, reports of innovations in practice or teaching)
2. Inventions/patents
3. Papers/posters presented at national meetings
4. Grants and contracts (both submitted and granted)
5. Published case reports/case series
6. Book chapter
7. Letter to the editor
8. Book review
9. Editorials
10. Software development
11. Audio/visual programs
12. Continuing education materials/monographs
13. Clinical guideline/policy statement development
14. Newsletters
15. Invited lectures
16. Awards/honors for scholarship
17. Development of patient education materials
18. Publication in electronic media
19. Drug monographs
20. Scholarly activity in submission (to demonstrate ongoing productivity)

#### **Guidelines for Assessment of Competence for Scholarship**

a. **Appointment and reappointment at the Assistant Professor (Clinical) Rank:**

Faculty have demonstrated evidence of participation in scholarly activity.

#### **Guidelines for Assessment of Excellence for Scholarship**

a.. **Appointment and at the Associate Professor (Clinical) Rank:**

Faculty have evidence of participation in scholarly activity. The scholarly activities must be recognized by regional or national figures in their chosen specialty area. Development of a consistent and evolving theme of scholarly activity is evident.

b. **Appointment and reappointment at the Professor (Clinical) Rank:**

Faculty have evidence of participation in continued scholarly activity. The faculty member must be recognized by regional or national figures in their chosen specialty area. Development of a consistent and evolving theme of scholarly activity is evident. The faculty member must have positive outside scholarly performance reviews from recognized regional and national figures in their chosen fields.

**C. Service**

**Rationale:** The Department of Pharmacotherapy recognizes that service activities are an important responsibility of the faculty. The faculty must recognize its obligations to the Department, College, University, Professional Practice sites, the Community, and appropriate professional societies. At the Departmental, College and University levels, these services take the form of committee assignments, administrative duties within the department, college and/or at the university level as well as extracurricular activities where the faculty member represents the College and University. Clinical and research faculty are eligible to serve as members of appointed departmental, college and university faculty committees.

At the Community level, these services may take the form of various contributions to the community at large and to society in general.

Likewise, service activities to one's professional societies may take on a multiplicity of forms. These vary from presentation of one's scholarly activities and participation in various committee assignments to responsible leadership positions in such organizations. Thus, it must be recognized that the University is a collection of scholars and is a product of society. If the University is to remain viable, it therefore follows that the faculty must participate in the activities of society.

Service, then, within the College is defined in two areas: 1) Service related directly to the Department, College, or University, and 2) Service occurring within the Community. Examples of services within these categories include (but are not limited to):

**Academic and Professional Service**

1. Participating on committees at department, college, and/or university levels; membership on these committees may also enhance interdisciplinary initiatives at the academic level (example: pharmacy-nursing, pharmacy-medicine, etc.)
2. Participating on committees on local, state, and/or national pharmacy organizations
3. Providing invited presentations for local, state, and/or national institutions, organizations, industry or to health care professionals
4. Providing service to the community, state and/or nation are contributions to the College
5. Acting as a consultant to private, state or federal agencies
6. Participating in editorial activities in professional journals
7. Participating as a reviewer for professional journals
8. Participating in peer-review panels
9. Receiving recognition awards for service-related activities (academic)
10. Participating in mentoring programs for junior faculty
11. Representing the College at various meetings (pharmacy and non-pharmacy)
12. Undertaking administrative duties within the department or college
13. Acting as a faculty advisor for professional student organizations

14. Acting as a faculty student-advisor within the College
15. Receiving fellowship status within professional organizations
16. Receiving grants to fund College-related activities (educational programs, fund-raising activities, etc.)
17. Membership and participation in professional teaching societies such as the American Association of Colleges of Pharmacy (AACP)
18. Editorial board or reviewer for journal(s) in field of expertise

### **Community Service**

1. Providing presentations for public programs (local, state, or national non-pharmacy/layperson organizations)
2. Providing service to the community, state or nation are contributions to the College
3. Acting as a consultant to private, state or federal agencies regarding pharmacy related issues
4. Receiving recognition awards for community-based service-related activities
5. Representing the College at various public meetings
6. Participating on community committees
7. Receiving grants for community project development and maintenance

### **Guidelines for Assessment of Competence for Service**

#### **a. Appointment and reappointment at the Assistant Professor (Clinical) Rank:**

Full-time faculty should actively and effectively participate in appropriate Department, College, or University committees or task forces. Active involvement in appropriate local/national professional organizations is encouraged. Faculty are encouraged to provide visibility for the College of Pharmacy through active involvement in local and national health-related programs as well as the performance of community service.

### **Guidelines for Assessment for Excellence of Service**

#### **a. Appointment and reappointment at the Associate Professor (Clinical) Rank:**

Full-time faculty should actively and effectively provide leadership in appropriate Department, College, or University committees or task forces. Active involvement in appropriate local/national professional organizations and participation in activities that influence pharmacy practice and education is expected. Active participation in local and national health-related programs is expected as well as the performance of community service.

#### **b. Appointment and reappointment at the Professor (Clinical) Rank:**

Full-time clinical faculty should actively and effectively provide leadership in appropriate committees or task forces. Active involvement in appropriate local/national professional organizations and participation in activities that influence education and involve policy changes for the profession on a local, regional or national basis is expected. Faculty at this level should be sought for their assistance, advice and consultation. Active participation in local and national health-related programs in a leadership capacity is expected as well as the performance of community service.

#### **D. Professional Practice**

**Rationale:** The Department of Pharmacotherapy recognizes the individual clinical faculty member should be engaged in exemplary and progressive pharmacy practice while serving as a positive role model to students on clerkship. Faculty engaged in professional practice should demonstrate that their practice is of high quality, and, is respected by their peers. Practice may assume several clinical pharmacy functions which involve direct patient care, staff education, and institutional administrative duties, among others. Active involvement in appropriate local/national professional organizations is encouraged. Examples of professional practice as service may include the following areas (but are not limited to):

1. Providing documented pharmaceutical care activities
2. Acting in conjunction with private, state or federal agencies regarding patient care issues
3. Developing patient education materials
4. Providing staff development activities
5. Providing development of innovative roles for the pharmacist in patient care
6. Serving as a visible role model for students, residents and fellows
7. Demonstrating interdisciplinary collaboration
8. Creating new methods in clinical service delivery and design
9. Demonstrating a direct influence on patient care
10. Participating on institutional and other health care-related committees as they relate to professional practice while enhancing patient care
11. Earning board certification
12. Earning other specialty certification
13. Receiving fellowship status within professional organizations
14. Developing and maintaining a practice site for the Professional Experience Program (PEP)
15. Initiating and maintaining administrative functions related to the PEP
16. Managing a practice area or site

#### **Guidelines for Assessment of Competence for Professional Practice**

- a. **Appointment and reappointment at the Assistant Professor (Clinical) Rank:**  
Faculty have developed an active and progressive clinical practice site. Full-time faculty should actively and effectively participate in appropriate committees or task forces as related to the practice site. Active involvement in appropriate local/national professional organizations is encouraged. Faculty are encouraged to provide visibility for the College of Pharmacy and the practice site through active involvement in local and national health-related programs. Faculty may have received recognition awards for practice-related activities and/or letters from peers at clinical site(s) attesting to clinical performance.

**Guidelines for Assessment for Excellence in Professional Practice**

- a. **Appointment and reappointment at the Associate Professor (Clinical) Rank:**  
Faculty engaged in professional practice should demonstrate that their practice is of high quality, is respected by their peers, and that the faculty member serves as a positive role model for students. Full-time faculty should actively and effectively provide leadership in appropriate committees or task forces as related to the practice site. Active involvement in appropriate local/national professional organizations and participation in activities that influence pharmacy practice is expected. Active participation in local and national health-related programs is encouraged. Faculty may have received recognition awards for practice-related activities and/or letters from peers at clinical site(s) attesting to high level clinical performance.
- b. **Appointment and reappointment at the Professor (Clinical) Rank:**  
Faculty engaged in professional practice should demonstrate that their practice is of high quality, is respected by their peers, and serves as a positive role model for students. Faculty engaged in clinical site practices should actively sustain participation in PEP site development and maintenance with the PEP Director. In addition, full-time faculty should actively and effectively provide leadership in appropriate committees or task forces to enhance innovative clinical service provision with documentation. Active involvement in appropriate local/national professional organizations and participation in activities that influence pharmacy practice which may involve policy changes for the profession on a local, regional or national basis is expected. Faculty at this level should be sought for their assistance, advice and consultation. Active participation in local and national health-related programs in a leadership capacity is expected. Faculty may have received recognition awards for practice-related activities and/or letters from peers at clinical site(s) attesting to clinical performance.

Approval by Core Faculty August 1, 2008



**COLLEGE OF PHARMACY  
DEPARTMENT OF PHARMACOTHERAPY**

**Adjunct Faculty Appointment/Reappointment Guidelines**

**August 2008  
Updated July 2011**

**PURPOSE**

The purpose of this document is to provide guidance for the appointment and reappointment of Department of Pharmacotherapy Adjunct faculty. The Guidelines for the Appointment and Reappointment provide a systematic process to ensure quality and to meet University of Utah policies and procedures. These guidelines are for adjunct faculty only and are not transferable to clinical or research appointments.

Adjunct Faculty (University Policy 9-2:Faculty Regulations – Chapter II, University Faculty, Section 4: Auxiliary Faculty; <http://www.admin.utah.edu/ppmanual>) are “instructional, advisory or research faculty whose professional activities do not span the full range of responsibilities of regular faculty members in the appointing department or college because of their primary professional efforts in another department or college or outside the University. Accordingly, adjunct faculty ordinarily should not serve on a full-time basis.” Faculty members, whose primary employment is outside of the Department of Pharmacotherapy will be appointed and reappointed according to Adjunct Faculty Appointment/Reappointment Guidelines as volunteer (non-paid) faculty. Adjunct faculty support the teaching (classroom and/or experiential), service and/or research mission of the Department of Pharmacotherapy, College of Pharmacy and University of Utah. The majority of adjunct faculty are preceptors for the Introductory Pharmacy Practice Experiences (IPPE) and Advanced Pharmacy Practice Experiences (APPE).

University of Utah guidelines do not allow faculty appointments for individuals currently participating in post graduate educational experiences such as residencies or fellowships.

**I. Adjunct Faculty Appointments**

**A. Eligibility**

Individuals who make sustained regular contributions to the Department or College’s teaching, service and/or research mission. Faculty whose major appointment is in another academic department of the University but who make sustained and regular contributions to the teaching, service and/or research mission of the Department of Pharmacotherapy are also eligible for the adjunct faculty rank.

**B. Appointment**

A recommendation for appointment may be forwarded to the Department faculty for consideration by the Assistant Dean for Experiential Education (individuals who contribute to IPPE and APPE) or the Department Chair. Adjunct faculty are appointed to the rank of instructor or the assistant, associate or full professor rank based on contributions in the following three areas: 1) Teaching 2) Service and 3) Scholarly Activity. It is anticipated that the majority of adjunct faculty will be appointed and reappointed at the instructor or assistant professor level.

**1. Requirements for preceptors:**

- License: Active Utah pharmacy license without restrictions (Active pharmacy license without restrictions for VA employees), if applicable

- Experience: 2 or more years in current position or equivalent experience
  - Willingness and ability to precept a minimum of two students a year
  - Attend initial “New Faculty Orientation”
  - Attend annual preceptor training. Training may be obtained through the University of Utah College of Pharmacy or through other ACPE accredited continuing education program.
2. Requirements for adjunct faculty who provide service to the Department and/or College:
- License: Active Utah pharmacy license without restrictions (Active pharmacy license without restrictions for VA employees), if applicable
  - Appointed to standing committee in Department and/or College or regularly serves in consultant capacity to the Department and/or College
  - Regular attendance at committee meetings
3. Requirements for adjunct faculty who provide research to the Department and/or College:
- License: Active Utah pharmacy license without restrictions (Active pharmacy license without restrictions for VA employees), if applicable
  - Participates in ongoing research projects in the Department

C. Reappointment

All adjunct appointments end automatically each June 30. Individuals who continue to contribute to the teaching, service and/or research mission of the department will be considered for reappointment following the procedure outlined below. Reappointment at a higher rank will be considered upon request for adjunct faculty who meet the requirements for adjunct appointment; achieve excellence in the area for which they were appointed and meet all the requirements for reappointment at the higher rank. If an adjunct faculty member is not able to meet the requirements outlined in this document, the appointment is unlikely to be renewed. We recognize that situations change, and the Department does have an expedited process to facilitate reappointment of an adjunct faculty member who had a previous appointment.

D. Determination of rank

Appointment to an adjunct faculty rank is based on contributions in the following three areas: 1) Teaching, 2) Service, and 3) Scholarly Activity. Initial appointment is based on a review of current curriculum vitae and an agreement to meet the requirements for faculty appointment for teaching, service, and/or research.

1. Appointment and/or reappointment to adjunct instructor
  - Competent performance in one category
2. Appointment and/or reappointment to adjunct assistant professor
  - Competent performance in all three categories
  - Excellent performance in one category
3. Appointment and/or reappointment to adjunct associate professor
  - Competent performance in all three categories
  - Excellent performance in two categories
4. Appointment and/or reappointment to adjunct professor
  - Excellent performance in all three categories
5. Requirements for reappointment to a higher rank
 

Reappointment at a higher rank is recognition of excellence in contributions to the Department and College. Reappointment at a higher rank will be considered for adjunct faculty based on demonstrated excellence in the area for the primary appointment and after a minimum time in rank..

To be promoted at a higher rank, the adjunct faculty member must demonstrate excellence in the primary

area for which they received the appointment. For preceptors or didactic instructors, excellence in teaching is required; for researchers, excellence in scholarship is required.

Criteria for determination of excellence

	Instructor to assistant	Assistant to associate	Associate to professor
Years in rank (# of years in lower rank required)	1-2 years	5 years	8-10 years
Service	Participates on committees at Department, College, University or local level	Participates on committees at Department, College, University or local level	Participates on committees of state organization and/or chair of local committee
Teaching	Precept minimum of 5 UU pharmacy students annually and/or provide 5 hours didactic lecture to UU College of Pharmacy and/or serve as module leader or course master (excellence may be achieved with a combination of precepting and didactic teaching)	Precept minimum of 5 UU pharmacy students annually and/or provide 5 hours didactic lecture to UU College of Pharmacy and/or serve as module leader or course master (excellence may be achieved with a combination of precepting and didactic teaching)	Precept minimum of 6 UU pharmacy students annually and/or provide 10 hours didactic lecture to UU College of Pharmacy and/or serve as module leader or course master (excellence may be achieved with a combination of precepting and didactic teaching)
Scholarship	2 publications (may include abstracts, newsletters or other publications)	4 full publications, 2 of which must be in a peer-reviewed journal	10 full publications (8 of which must be in a peer-reviewed journal)

II. Adjunct Faculty Appointment Advisory Committee MEMBERSHIP:

The Assistant Dean for Experiential Education is responsible for making recommendations for appointment/reappointment for all adjunct faculty who contribute to the IPPE and APPE. The Department Chair will appoint an individual or committee to make recommendations for appointment/reappointment for all other adjunct faculty. The Department Chair may appoint a subcommittee to conduct a formal review of each adjunct faculty member and to make recommendations for reappointment. The Adjunct Faculty Appointment Advisory Committee (AFAAC) will review and vote on all recommendations brought forth from the Department Chair and the Assistant Dean for Experiential Education. The committee will consist of all department core clinical, research and tenure track faculty. Voting will be conducted electronically whenever possible.

All Core Faculty vote on appointment and reappointment of adjunct faculty in the spring of the academic year. All regular faculty may vote on all appointments/reappointments regardless of rank. All other core faculty can vote on adjunct appointments/reappointments for their current rank and all lower ranks.

III. Evaluation and Reappointment of Adjunct Faculty

All adjunct faculty appointments expire June 30 of each year. Reappointments will be made for

individuals who continue to provide sustained contributions to the teaching, service and/or research mission of the department and/or College based on recommendations from the Assistant Dean for Experiential Education, the Department Chair and/or designee. Informal reviews will be conducted annually and formal reviews of adjunct faculty will be conducted every five years. The following information will be obtained prior to making recommendations for annual reappointments.

A. Annual Review

- Documentation of contributions to teaching, service and/or research mission by Assistant Dean of Experiential Education or Department Chair or designee.
- Evidence of license in good standing (when applicable)
- Verification of current position and employer
- Updated contact information
- Complete annual review checklist

B. Formal Review

- Information included under annual review
- Updated curriculum vitae
- Preceptors: evidence of offering to precept an average of 2 students per year during 5-year period
- Review of course evaluations
- Documentation of continuing education credits for preceptor training as follows:
  - 1 credit hour every five years relevant to teaching and learning philosophies;\*
  - Any continuing education credits that are relevant to the preceptor's practice and are used to teach students.
- Research: evidence of sustained contributions to research program
- Service: evidence of sustained contributions to department and/or college service
- Initial formal review will be staggered but no longer than five years from appointment. Subsequent formal reviews will be every five years.
- Complete formal review checklist

\*Continuing education credits that pertain to teaching and learning practices can be obtained through any professional organization, including the College of Pharmacy.

**COLLEGE OF PHARMACY**  
**DEPARTMENT OF PHARMACOTHERAPY**  
**Unpaid Adjunct Faculty Appointment/Reappointment Guidelines**

**May 2017**  
**Updated May 2017**

**PURPOSE**

The purpose of this document is to provide guidance for the appointment and reappointment of Department of Pharmacotherapy unpaid adjunct faculty (i.e., Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor). The Guidelines for the Appointment and Reappointment provide a systematic process to ensure quality and compliance with University of Utah policies and procedures.

Adjunct faculty (University Policy 6-300: The University Faculty – Categories and Ranks <http://regulations.utah.edu/academics/6-300.php>) are “individuals who participate in the University's academic program and make a substantial contribution to the academic activities of the various academic units in which they are appointed, but whose continuing professional activities do not span the full range of responsibilities of the Tenure-line or Career-line faculty members in the appointing units. Faculty members may be appointed in these categories of positions, as the University and appointing units determine appropriate, in light of the University's need to retain the flexibility to adjust its programs to meet changing needs and to employ faculty with more specialized foci.” Faculty members whose primary employment is outside of the Department of Pharmacotherapy will be appointed and reappointed according to adjunct faculty appointment/reappointment guidelines as volunteer (non-paid) faculty. Adjunct faculty support the teaching (classroom and/or experiential), service, and/or research missions of the Department of Pharmacotherapy. Adjunct faculty assist the Department of Pharmacotherapy in its mission of ‘advancing healthcare by ensuring optimal drug therapy outcomes for everyone’. Select benefits of obtaining appointment to adjunct faculty are outlined in Section G.

University of Utah guidelines do not allow faculty appointments for individuals currently participating in graduate educational experiences (e.g., residencies, fellowships)

**Adjunct Faculty Appointments**

**A. Application Eligibility Requirement**

- Active pharmacist license without restrictions or stipulations (if applicant is a pharmacist and will be precepting students)

**Recommended- Preceptor Appointment:**

- Completion of the new preceptor application process. Contact the Experiential Education Program for further information:  
[experiential.education@pharm.utah.edu](mailto:experiential.education@pharm.utah.edu)

## **B. Application Documentation Requirements**

Applicants should provide the following required information by completing an online survey. Surveys may be requested at any time for the initial appointment. The initial start date will be dependent on the time of year the survey is completed and the next committee meeting date (see section C). Surveys are required to be completed annually for reappointment or promotion.

Information collected from surveys includes:

- Name and contact information
- Demographics and employment information
- Application type (i.e., initial appointment, reappointment, promotion, parallel promotion\*)
- Letter of intent including the following:
  1. Reason appointment is desired
  2. Description of how the applicant will contribute to the Department of Pharmacotherapy's mission of 'advancing healthcare by ensuring optimal drug therapy outcomes for everyone'
- Completion of new preceptor application process (for initial appointments where individual is willing and able to precept students)
- Current Curriculum Vitae
- Copy of active pharmacist license without restrictions or stipulations (if precepting pharmacy students)
- One letter of recommendation from a colleague in a pharmacy-related profession (for initial appointment and promotion)
- Description of achievements in the following three areas (as applicable):
  - 1) Teaching, 2) Service, and/or 3) Scholarship. Criteria for each rank (ie, Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor) are described in Table 1. Examples of qualifying activities in each area are described in Table 2.

\* Promotion can occur in conjunction with primary faculty appointment promotion at any time, this is considered a "parallel promotion". Within the University of Utah, no action is needed on the faculty's part. Outside of the university, we will need an updated CV.

## **C. Adjunct Faculty Appointment Advisory Committee (AFAAC)**

The AFAAC will meet quarterly to evaluate applications for appointment and reappointment of Department of Pharmacotherapy adjunct faculty. Timing of reviews for initial appointment, reappointment, and promotion are defined in section D. The AFAAC will consist of the following members:

- Pharmacotherapy Chair

- Pharmacotherapy Vice Chair(s)
- Experiential Education Program Director
- Department of Pharmacotherapy Faculty Members (2)
- Department of Pharmacotherapy Adjunct Faculty Members (2)
- PharmD Program Student Members (2)
- Administrative Support Staff

#### **D. Initial Adjunct Faculty Appointment**

Individuals completing the application requirements will be considered for adjunct appointment by the AFAAC. Applications will be reviewed by the AFAAC quarterly and individuals meeting eligibility criteria will be recommended for a vote of approval by Department of Pharmacotherapy Career- and Tenure-line Faculty. A simple majority is required for appointment approval. Initial Adjunct Faculty rank will be based on contributions in the following three areas (as applicable): 1) Teaching, 2) Service, and/or 3) Scholarship. Criteria for each rank are defined in Table 1. Voting will be conducted electronically whenever possible. Applicants will receive two separate letters from the Department of Pharmacotherapy Chair and the University President notifying them of their initial appointment status following quarterly AFACC meeting.

#### **E. Reappointment to Adjunct Faculty**

All adjunct appointments end annually on June 30<sup>th</sup> and are subject to vote for reappointment, effective July 1st. Individuals must complete an annual online survey to be considered for reappointment. A link to the online survey will be sent annually on April 1st to active adjunct faculty and must be completed by May 1st. See Section B for required survey information. Criteria for reappointment to each rank are defined in Table 1. Applications will be reviewed by the AFAAC, and individuals meeting eligibility for reappointment will be recommended for a vote of approval by Department of Pharmacotherapy Career- and Tenure-line Faculty. A majority is required for reappointment approval. Applicants will be notified of their reappointment status in July.

#### **F. Promotion**

All adjunct appointments end annually on June 30<sup>th</sup>. Adjunct faculty applying for promotion will complete the standard annual online reappointment survey and indicate they are seeking promotion. A link to the online survey will be sent annually on April 1st to current adjunct faculty and must be completed by May 1st. See Section B. for required survey information. Criteria for promotion to each rank are defined in Table 1. Applications will be reviewed by AFAAC and individuals meeting eligibility for promotion will be recommended for a vote of approval by Department of Pharmacotherapy Career- and Tenure-line Faculty. A majority is required for promotion approval.

Promoted adjunct faculty will receive a letter from the Department of Pharmacotherapy Chair notifying them of their promotion status by July.

## **G. Benefits**

Adjunct faculty appointments provide many professional benefits. Select benefits include:

- The opportunity to share expertise with future pharmacists
- The opportunity to expand knowledge by learning from future pharmacists
- Professional networking opportunities
- Recognition from employer, peers, and future pharmacists
- The opportunity to recruit future pharmacy interns, pharmacy residents, and pharmacists
- Collaborative research opportunities
- Active participation in the missions of the College of Pharmacy
- Access to all University of Utah benefits for volunteer faculty, which currently includes access to library resources. For more information, contact Human Resources at 801-581-7447
- Discounted access to College of Pharmacy sponsored Continuing Education programs



**Table 1. Adjunct Faculty Criteria<sup>a,b</sup>**

		<b>Adjunct Instructor</b>	<b>Adjunct Assistant Professor</b>	<b>Adjunct Associate Professor</b>	<b>Adjunct Professor</b>
<b>Required Years of Service</b>		1 year of pharmacy practice	1 year as Adjunct Instructor	5 years as Adjunct Assistant	5 years as Adjunct Associate
<b>Must meet criteria in 2 of the following areas</b>	<b>Teaching</b>	1 qualifying activity yearly	2 qualifying activities yearly	3 qualifying activities yearly	4 qualifying activities yearly
	<b>Service</b>	1 qualifying activity yearly	2 qualifying activities yearly	2 qualifying activities yearly (must have held $\geq 1$ formal leadership position while Adjunct Faculty)	3 qualifying activities yearly (must have held $\geq 2$ formal leadership positions while Adjunct Faculty)
	<b>Scholarship</b>	1 qualifying activity	2 new qualifying activities	4 new qualifying activities (1 must be a peer-reviewed publication)	8 new qualifying activities (4 must be peer-reviewed publications)

<sup>a</sup> Must meet eligibility requirements listed in Section IA

<sup>b</sup> Qualifying activities defined in Table 2

**Table 2. Select Qualifying Activities for Teaching, Service, and Scholarship<sup>a,b</sup>**

Teaching	Service	Scholarship
<ul style="list-style-type: none"> <li>• Offer to precept an IPPE or APPE student</li> <li>• Facilitate 2 classroom activities (eg, recitations)</li> <li>• Teach 1 didactic lecture</li> <li>• Serve as a course master or module leader</li> </ul>	<ul style="list-style-type: none"> <li>• Participate on one of the following committee types:               <ul style="list-style-type: none"> <li>○ Local, state, or national pharmacy organization (e.g., USHP, ASHP, UPhA, APhA)</li> <li>○ College of Pharmacy or University committee (e.g., Admissions, Alumni Association, PharmD Project, Curriculum, etc.)</li> <li>○ Hospital or health system committee (e.g., Residency Recruitment)</li> </ul> </li> <li>• Hold a formal leadership position for a committee type listed above (eg, president, chair, secretary)</li> <li>• Precept PharmD students at 1 community event (e.g., health fair)</li> <li>• Participate in 1 official College of Pharmacy recruiting event</li> </ul>	<ul style="list-style-type: none"> <li>• Author one of the following publication types:               <ul style="list-style-type: none"> <li>○ Peer-reviewed manuscript</li> <li>○ Book or book chapter</li> <li>○ Letter to the editor</li> <li>○ Editorial</li> <li>○ Drug monograph</li> <li>○ Policy</li> <li>○ Guideline</li> <li>○ Newsletter</li> </ul> </li> <li>• Present one of the following at the local, state, or national level:               <ul style="list-style-type: none"> <li>○ Poster</li> <li>○ Lecture</li> <li>○ Continuing education presentation</li> <li>○ Platform presentation</li> </ul> </li> <li>• Precept 1 PharmD project or resident project</li> </ul>

<sup>a</sup> Qualifying activities may be repeated to meet criteria for appointment (e.g., precepting 3 students = 3 qualifying teaching activities)

<sup>b</sup> The above is not an all-inclusive list of qualifying activities. Questions regarding qualifying activities may be sent to the Adjunct Faculty Appointment Advisory Committee.

**Appendix A: Notice of Senate Faculty Review Standards Committee and Vice Presidential Final Approval.**

*Review Committee Approval:*



\_\_\_\_\_  
Lincoln L. Davies, Chair

\_\_\_\_\_  
3/11/2019

Date

*Senior Vice President Approval:*

\_\_\_\_\_  
*Approved via email*

Michael Good, Senior Vice  
President for Health Sciences

\_\_\_\_\_  
3/12/2019

Date

