

**COLLEGE OF PHARMACY
DEPARTMENT OF PHARMACOTHERAPY**

Adjunct Faculty Appointment Retention Promotion Guidelines (AFARPG)

**[Non-Paid]
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I. PURPOSE OF APPOINTMENT RETENTION PROMOTION GUIDELINES

This document provides guidelines for the appointment, retention, and promotion of Department of Pharmacotherapy Adjunct Track faculty. This document is to be used as a tool to: a) aid in the professional development of adjunct track faculty, b) define a minimum standard for the evaluation process, and c) identify areas where adjunct track faculty may need or desire further mentoring.

Adjunct Faculty, per University guidelines (Faculty Regulations – Chapter II, University Faculty, Section 4.) Auxiliary Faculty: Adjunct 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, should be appointed and promoted according to Adjunct Faculty Appointment Retention Promotion Guidelines (AFARPG) as volunteer (non-paid) faculty.

The Guidelines for the Appointment, Retention and Promotion of Adjunct 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 adjunct track faculty is to educate pharmacy students, 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, adjunct 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, Retention and Promotion of Adjunct Track Pharmacy Faculty are divided into four sections: 1) Teaching, 2) Professional Practice, 3) Service [University and Community], and 4) Scholarly Activity. The fourth section was included with the traditional three areas of evaluation to emphasize the importance of the faculty member’s scholarly activities. Although adjunct track faculty primarily maintain a practice site in a clinical setting (e.g., hospital, clinic, community, etc.), other adjunct track faculty are active in presenting and publishing their activities to audiences of professional peers. Within the scope of an academic setting, an evaluation process should identify areas of importance with regard to appointment, retention and promotion of faculty. Individuals who have demonstrated significant contributions

in any of the aforementioned four areas will be duly considered for promotion. The following table summarizes the promotion process for the Department of Pharmacotherapy Adjunct Track faculty.

**Department of Pharmacotherapy
Adjunct Promotion Review Time-Line**

Deadline	Action Required	Check-off
End of May	Selection of AFARPAC Chair & Chair-Elect	
Mid-June	Informal AFARPAC review, if needed	
August 1 st	Submission of dossier & self-advocacy letter to Dept Chair for review & feedback	
August 1 st	Submission of faculty member's list of four (4) External Reviewers to Dept Chair; two (2) will be selected by Dept Chair;]; the number of internal letters is left to the faculty member (generally, 2-4 letters)	
September 1 st	1) Final dossier & self-advocacy letter submitted to Dept Chair, 2) Chair of AFARRPAC contacts 2 External Reviewers who are willing to review, 3) Dept Chair mails packet to External Reviewers, 4) File is now confidential to Dept Chair and Secretary, and AFARPAC Chair, 4) Faculty member may add to file but may not examine the file.	
September 30 th	1) Dept Chair sends CV & student/peer teaching evaluations to Associate Dean for Faculty Affairs for Student Advisory Committee (SAC) review.	
Mid-October	SAC review is added to file. The file is closed. No other documents may be submitted after this date other than a written response by Faculty member.	
Mid-October	Deadline for receipt of External Reviewers' letters	
Mid-November	Deadline for final AFARPAC meeting	
Wednesday Before Thanksgiving	Deadline for AFARPAC Chair to present committee report to Dept Chair	
First Friday in December	Deadline for Dept Chair to copy AFARPAC report to faculty with option for a written response	
Mid-December	Deadline for completed file, Dept Chair's evaluation letter, & faculty responses, if any, to be forwarded to the Dean	

II. AFARPAC MEMBERSHIP:

All Core Faculty vote on retention of adjunct faculty, in the spring of the academic year. Appointments and promotions are voted on by rank. Appointments at the Instructor and Assistant level are approved by majority vote of Core Faculty.

The Adjunct Faculty Appointment Retention Promotion Advisory Committee (AFARPAC) is a faculty committee comprised of core faculty members (defined as having at least partial salary support by the Department of Pharmacotherapy and designated as core faculty by the Department Chair) at a the same rank or higher for which the candidate is being considered. For example, all AFARPAC faculty at the Associate Professor or Professor level would participate in the review of faculty being considered for promotion from the Assistant to the Associate Professor rank in the adjunct track.

Appointments at the rank of Associate and Full Professor will be reviewed by the Adjunct Faculty Appointment Retention Promotion Advisory Committee as described above, to determine the conditions for a portfolio.

The AFARPAC chairperson will be a clinical track faculty member to acknowledge the majority of adjunct faculty serving as clinical clerkship preceptors. All other rules regarding quorum, absentee voting and limitations are the same as those in the guidelines for considerations of tenure, research and clinical track faculty. Individuals from outside this Department may be invited to participate on the Committee as designated by the AFARPAC Chair; however, these individuals will be excused from the meeting prior to final discussions on faculty files and will not have voting privileges.

Areas for evaluation of an adjunct faculty member include: 1) Teaching, 2) Professional Practice, 3) Service (University and Community), and 4) Scholarly Activity.

1) **Teaching**

One of the primary obligations of the faculty is to teach. Teaching activities must involve pharmacy students in clerkship and/or didactic situations including, but not limited to, the following:

- Presenting didactic lectures, teaching pharmacy residents, teaching labs
- Teaching at clinic or other community practice sites
- Teaching in patient rounds
- Teaching at graduate and/or postgraduate levels
- Directing graduate research/thesis direction
- Establishing, precepting, or directing residency, fellowship, or other programs
- Mentoring/Advising

Other teaching that is acceptable but does not replace teaching pharmacy students may include the following:

- Presenting continuing education lectures at academic or healthcare institutions or other continuing education events

- Providing pharmacy-related topic seminars/workshops for professionals/lay persons

2) **Professional Practice**

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. Practice may assume several clinical pharmacy functions that involve direct patient care, staff education, and institutional administrative duties, among others. Some examples of professional practice may include (but are not limited to) the following areas:

- Developing, maintaining, and/or distributing patient education materials
- Providing staff development activities
- Providing development of innovative roles for the pharmacist in patient care
- Serving as a visible role model for students, residents, and fellows
- Demonstrating interdisciplinary collaboration
- Demonstrating a direct influence on patient care
- Participating on institutional and other health care-related committees as they relate to professional practice while enhancing patient care
- Earning specialty certification(s)
- Developing and maintaining a practice site for the Professional Experience Program (PEP)
- Initiating and maintaining administrative functions related to the PEP
- Managing a practice area or site

3) **Service**

Service may be defined in two areas:

- Service related directly to the Department, College, or University, and
- Service occurring within the Community or profession.

Active involvement in appropriate local/national professional organizations is encouraged.

4) **Scholarly Activities**

Scholarly activities may encompass a wide range of creative endeavors, including, but not limited to the following:

- Peer-reviewed original manuscripts
- Papers/posters presented
- Published case reports/case series
- Book review
- Software development
- Continuing education materials/monographs
- Newsletters
- Development of patient education materials
- Drug monographs
- Invited lectures
- Inventions/patents
- Grants and contracts (submitted or granted)
- Book chapter

- Editorials/Letters to the Editor
- Audio/visual programs
- Clinical guideline/policy statement development

The following Criteria for Performance Evaluation of each area described above are as follows:

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

For Retention and Promotion reviews, each of the four areas listed above are evaluated regarding “competent” and/or “excellent” performance in the following manner:

Appointment to and/or Retention as Instructor: Competent performance in two (2) categories with the potential for competence in the two (2) remaining categories

Appointment to and/or Retention as and/or Promotion to Assistant Professor: competent performance in all four (4) categories and excellent performance in one (1) category

Retention as and/or Promotion to Associate Professor: competent performance in all four (4) categories and excellent performance in two (2) categories

Retention as and/or Promotion to Professor: competent performance in all four (4) categories and excellent performance in three (3) categories

III. ADJUNCT FACULTY YEARLY RETENTION REVIEW PROCESS

The Professional Experience Program (PEP) Director will informally review the files of adjunct (volunteer) faculty with the Department Chair on an annual basis (generally, the beginning of each calendar year) with recommendations for retention made to Adjunct Faculty Appointment Retention Promotion Advisory Committee (AFARPAC). The review will focus on teaching, including the amount of teaching, and on teaching performance. Teaching performance will be evaluated using student and faculty peer evaluations and site visits.

Adjunct faculty and/or the Department Chair may request either informal or formal reviews within the regular review cycle outlined above. Formal comprehensive reviews will be conducted on the same time-line as those utilized for the tenure track and clinical track review process. The dates will vary by calendar year, but the Department Chair will provide exact calendar dates to faculty on an annual basis.

Individuals who have previously held auxiliary faculty appointments and wish to be reinstated at

the same rank may be re-appointed by a majority department vote.

IV. ADJUNCT FACULTY PROMOTION REVIEW PROCESS

Promotion is an acknowledgment of excellent performance in teaching, university and community service, scholarly activity, and professional practice. Promotion to successively higher ranks will be awarded on the basis of increasing attainment in the areas noted below.

The file for evaluation for promotion by the AFARPAC will consist of the following items:

1. **Faculty member's self-assessment letter** (The self-assessment letter, required for the formal review, may include the following: Documentation of teaching to pharmacy students (required), service to the profession, scholarly activities (presentations, posters, publications, and in-house newsletters), and unique contributions to the profession.
2. **Faculty member's dossier**
3. **Teaching and/or clerkship evaluations from the PEP Director**
4. **Letters of evaluation from recognized health professionals who are qualified to comment on the faculty member's accomplishments.** (For formal review, three letters of support are required for promotion to Associate Professor and four letters are required for promotion to Professor ranks. Letters are obtained at the discretion of the faculty member being reviewed from individuals who are familiar with the faculty member's professional work. Examples of individuals who may write a letter include professional colleagues, such as attending physicians, pharmacists, and any other allied health care professionals who interact with the faculty candidate on a consistent basis. At least one letter must be from a pharmacist).

After formal review, the following will be added to the faculty member's file:

1. **Summary report of the AFRPAC deliberations.**
2. **Department Chair's letter of recommendation.**
3. **Faculty member's response, if any.**

Materials to Committee: The Department Chair shall forward to AFARPAC any statements and materials submitted by the candidate for retention or promotion. In addition, the Department Chair will inform the advisory committee of the candidate's primary employment position description.

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

	<u>Formal</u>
<i>Curriculum vitae</i> (CV) (updated)	Required
Self-Assessment letter	Required
Teaching and/or clerkship evaluations	Required
Examples of scholarly activity	Required
Examples of professional	

practice activities
Letters of recommendation

Required
Required*

* For promotion to Associate Professor and Professor, external letters will be solicited by the Department Chair from individuals who are nationally-recognized experts in the faculty candidate's area of expertise. The faculty candidate will provide the names of such individuals.

All faculty undergoing informal or formal review are required to submit 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. "Résumé tips" may be found at the University of Utah Career Services website at <http://careers.utah.edu/>.

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

Self-assessment Letter

The self-assessment letter, required for the formal review, may potentially include the following information (not conclusive): 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 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 also.

- 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 (especially volunteer) who may 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 and superiors (e.g., coursemaster). Other internal letters from clinicians, such as physicians or supervising 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.

Professional Practice, Service Activity, and Scholarly Activity

Examples of professional practice, service, and scholarly activities are included in the previous sections for Professional Practice, Service, and Scholarly Activity in this document (pages 3-5).

Internal & External Letters

Internal and external letters are required for appointments and promotions to the rank of Associate Professor and Professor. Faculty may request that internal and external letters be obtained in cases where such letters are not a requirement. The faculty member being formally reviewed, however, is required to have letters of evaluation from individuals outside the department (either personally known by or unknown to the faculty candidate) solicited on a confidential or a 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.

- Internal letters are obtained at the discretion of the faculty member being reviewed. These letters are usually obtained from individuals who are familiar with the

faculty member's professional work. Examples of individuals from whom these letters may be obtained include professional colleagues such as attending physicians, pharmacists, and any other allied health care professionals who have interacted with the faculty candidate on a consistent basis. The number of internal letters will be left to the discretion of the Department Chair and faculty member. Generally, two (2) to four (4) internal letters are typical. [However, three (3) letters of recommendation are required for initial appointments of volunteer faculty. In the event that an Adjunct Faculty member resigns or is no longer involved in teaching responsibilities, the person may be reinstated by a majority vote by the Department of Pharmacotherapy]. 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.

- External letters are obtained from individuals outside the University of Utah who are positioned at a higher academic rank than the candidate's current rank and are qualified to comment on the candidate's area(s) of expertise. For example, an external Associate Professor, having expertise in ambulatory care, reviews an Assistant Professor who practices in ambulatory care. The faculty candidate will provide four (4) names to the Department Chair of individuals who are qualified to serve as external reviewers. The faculty member does not need to know each external reviewer on a personal basis. From this list, the Department Chair will select at least two (2) external reviewers, who will then be contacted by the AFARPAC Chair (not by the faculty candidate).
- 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 as a part of each comprehensive retention review, and for each faculty member being considered for promotion. 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 Retention and Promotion Committee (AFARPAC) 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 CRPAC Chair shall request the preparation of such reviews by an ad hoc committee comprised of students of the faculty member being reviewed.

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. The lack of a SAC report will not be viewed in a negative manner in evaluating the candidate.