

**POLICY AND PROCEDURES MANUAL**  
**University of Georgia College of Pharmacy**

This manual contains policy and procedures approved by the faculty of the College of Pharmacy. This manual does not contain policies implemented by the College of Pharmacy Administration without faculty approval nor does it contain policies specific to any Department or Academic Unit.

1.	<a href="#"><u>A07-001-FC</u></a>	<a href="#"><u>POLICY DEVELOPMENT</u></a> .....	3
2.	<a href="#"><u>A07-002-CC</u></a>	<a href="#"><u>COURSE REQUIREMENT – POSTING</u></a> .....	4
3.	<a href="#"><u>A07-003-CC</u></a>	<a href="#"><u>COURSE OBJECTIVES AND TOPICAL OUTLINE</u></a> .....	5
4.	<a href="#"><u>A07-004-CC</u></a>	<a href="#"><u>COURSE PREREQUISITES AND CO-REQUISITES</u></a> .....	6
5.	<a href="#"><u>A07-005-AP</u></a>	<a href="#"><u>PHARM.D. STUDENT COP PROGRESSION POLICY</u></a> .....	7
6.	<a href="#"><u>A07-006-AP</u></a>	<a href="#"><u>PHARMACY STUDENT'S ACADEMIC COURSE LOAD PER SEM</u></a> .....	8
7.	<a href="#"><u>A07-007-AP</u></a>	<a href="#"><u>EXAMINATION SCHEDULING POLICY</u></a> .....	9
8.	<a href="#"><u>A07-008-AP</u></a>	<a href="#"><u>UGA ACADEMIC HONESTY POLICY</u></a> .....	10
9.	<a href="#"><u>A07-009-AP</u></a>	<a href="#"><u>GRADE APPEAL</u></a> .....	11
10.	<a href="#"><u>A07-010-FC</u></a>	<a href="#"><u>FACULTY VOTING POLICY</u></a> .....	12
11.	<a href="#"><u>A07-011-FC</u></a>	<a href="#"><u>FACULTY TEACHING EVALUATION</u></a> .....	13
12.	<a href="#"><u>A07-012-PT</u></a>	<a href="#"><u>ANNUAL REVIEWS OF FACULTY</u></a> .....	14
13.	<a href="#"><u>A07-013-PT</u></a>	<a href="#"><u>CLINICAL TRACK APPOINTMENT AND PROMOTION GUIDELINES</u></a> .....	20
14.	<a href="#"><u>A07-014-FC</u></a>	<a href="#"><u>ADJUNCT FACULTY APPOINTMENT</u></a> .....	30
15.	<a href="#"><u>A07-015-FC</u></a>	<a href="#"><u>STUDIES USING HUMAN VOLUNTEERS</u></a> .....	31
16.	<a href="#"><u>A07-016-FA</u></a>	<a href="#"><u>NOMINATION GUIDELINES OUTSTANDING TEACHING AWARD</u></a> .....	32
17.	<a href="#"><u>A07-017-FC</u></a>	<a href="#"><u>DISPUTE RESOLUTION PROCEDURE</u></a> .....	34
18.	<a href="#"><u>A07-018-PT</u></a>	<a href="#"><u>THIRD YEAR REVIEW PROCEDURES</u></a> .....	35
19.	<a href="#"><u>A07-019-CC</u></a>	<a href="#"><u>GUIDELINES FOR TEAM-TAUGHT COURSES</u></a> .....	38
20.	<a href="#"><u>A07-020-PT</u></a>	<a href="#"><u>POST-TENURE REVIEW</u></a> .....	40
21.	<a href="#"><u>A07-021-CC</u></a>	<a href="#"><u>EXPERIENTIAL CLERKSHIP SITE &amp; PRECEPTOR REQUIREMENTS</u></a> .....	41
22.	<a href="#"><u>A07-022-EC</u></a>	<a href="#"><u>POLICY ON CENTERS</u></a> .....	44
23.	<a href="#"><u>A12-001-AP</u></a>	<a href="#"><u>REQUESTING A CHANGE IN 2+2 ASSIGNMENTS</u></a> .....	48
24.	<a href="#"><u>A16-001-PT</u></a>	<a href="#"><u>PROCEDURES FOR APPOINTMENT AND PROMOTION OF ACADEMIC PROFESSIONALS</u></a> .....	49
25.	<a href="#"><u>A24-001-FC</u></a>	<a href="#"><u>GUIDELINE FOR PEER TEACHING EVALUATION</u></a> .....	56



<b>College of Pharmacy</b>	<b>Policy Number A07-001-FC</b>
<b>Policy Development Policies and Procedures - <i>Faculty</i></b>	<b>Effective Date -</b>

Policies in the University of Georgia College of Pharmacy are reviewed by the Faculty Council, following appropriate recommendation and advisement from the Dean, Associate Dean, Executive Committee, Faculty Committees, and/or individual faculty members.

The faculty shall be advised of proposed policies or policy changes and afforded the opportunity to discuss and recommend changes to the Faculty Council.

When deemed necessary by the Faculty Council, new policies or policy changes become effective upon approval by the general faculty.

<b>College of Pharmacy</b>	<b>Policy Number A07-002-CC</b>
<b>Course Requirement - Posting Policies and Procedures - <i>Faculty</i></b>	<b>Effective Date -</b>

In keeping with UGA policies and procedures, during the first meeting of each class, the instructor is obligated to distribute in written form to each student a listing of the course objectives and a topical outline, together with the quantitative procedure to be used in determining a final grade. A copy of this material shall be kept on file in the respective department.

<b>College of Pharmacy</b>	<b>Policy Number A07-003-CC</b>
<b>Course Objectives &amp; Topical Outline Policies and Procedures - <i>Faculty</i></b>	<b>Effective Date -</b>

Each approved course contains a set of course objectives and a topical outline prepared by the faculty member submitting the original course proposal or by the professor submitting a modification of the original course proposal. Each submission is initiated by the department offering the course and is approved by the Curriculum Committee of the College of Pharmacy and the Curriculum Committee of the University Council. Substantive alterations in the topical outline or course objectives must have prior approval of the Curriculum Committees of the College and the University Council.

<b>College of Pharmacy</b>	<b>Policy Number A07-004-CC</b>
<b>Course Prerequisites &amp; Co-requisites Policies and Procedures - <i>Students</i></b>	<b>Effective Date -</b>

In a professional program, the curriculum, including prerequisites and co-requisites for required courses, should be the responsibility of the faculty of the College since the faculty, rather than the individual departments, are responsible for the qualification of our graduates. Changes in course prerequisites may be initiated by departmental decision, but must also be submitted to the College of Pharmacy Curriculum Committee and the University Council Curriculum Committee for authorization.

Requests for waiver from prerequisites and co-requisites by individual pharmacy students must be submitted in writing to the Chair of the College of Pharmacy Academic Committee. The Academic Committee, in consultation with the faculty and Department Head concerned, will arrive at a recommendation that will be forwarded to the Dean's Office for final disposition.

Since students pre-register for upcoming semesters, it is essential that faculty having responsibilities for student scheduling and individual course instructors work together to enforce all prerequisites and co-requisites.

<b>College of Pharmacy</b>	<b>Policy Number A07-005-AP</b>
<b>Pharm.D. Student COP Progression Policy Policies and Procedures - <i>Students</i></b>	<b>Effective Date -</b>

1. Students must appear or be represented before the academic committee for any grade D or below, with progression dependent on a positive evaluation by the committee.
2. Students making an F will be required to repeat the course.
3. Students making a second D will be required to repeat the course. A student who makes a D on clerkship must repeat the clerkship.
4. A student making non-passing grades in two courses within the same semester or within a course sequence will be required to repeat both courses.
5. A student making 3 Ds, 2 Ds and 1 F or 2 Fs will be dismissed from the College of Pharmacy in the event of an unfavorable review by the Academic Committee.
6. Minimum GPA for graduation will be 2.0
7. A student dismissed from the College of Pharmacy by the Academic Committee can appeal this decision to the Dean of the College of Pharmacy. This appeal must be received in writing within 30 days of the notification of dismissal.
8. A student's academic record in the College is continuous throughout his or her tenure in the College of Pharmacy with all grades obtained at the College of Pharmacy subject to the above



<b>College of Pharmacy</b>	<b>Policy Number A07-006-AP</b>
<b>Pharmacy Student's Academic Course Load Per Semester Policies and Procedures - <i>Students</i></b>	<b>Effective Date -</b>

Each pharmacy student must take a minimum of 12 hours per semester for a minimum of eight semesters to meet the residence requirement for graduation. If the student is in residence for any additional semesters, a load of less than 12 hours is acceptable. The student is responsible for being sure the residence requirement is satisfied.

<b>College of Pharmacy</b>	<b>Policy Number A07-007-AP</b>
<b>Examination Scheduling Policy Policies and Procedures - <i>Students</i></b>	<b>Effective Date -</b>

Night or late afternoon examinations may be scheduled in lieu of regular class meetings provided that the policy of such scheduling is announced at the beginning of the semester. At least seven days' notice shall be given before a major examination (pop quizzes comprising less than 5% of the total grade are not considered major exams).

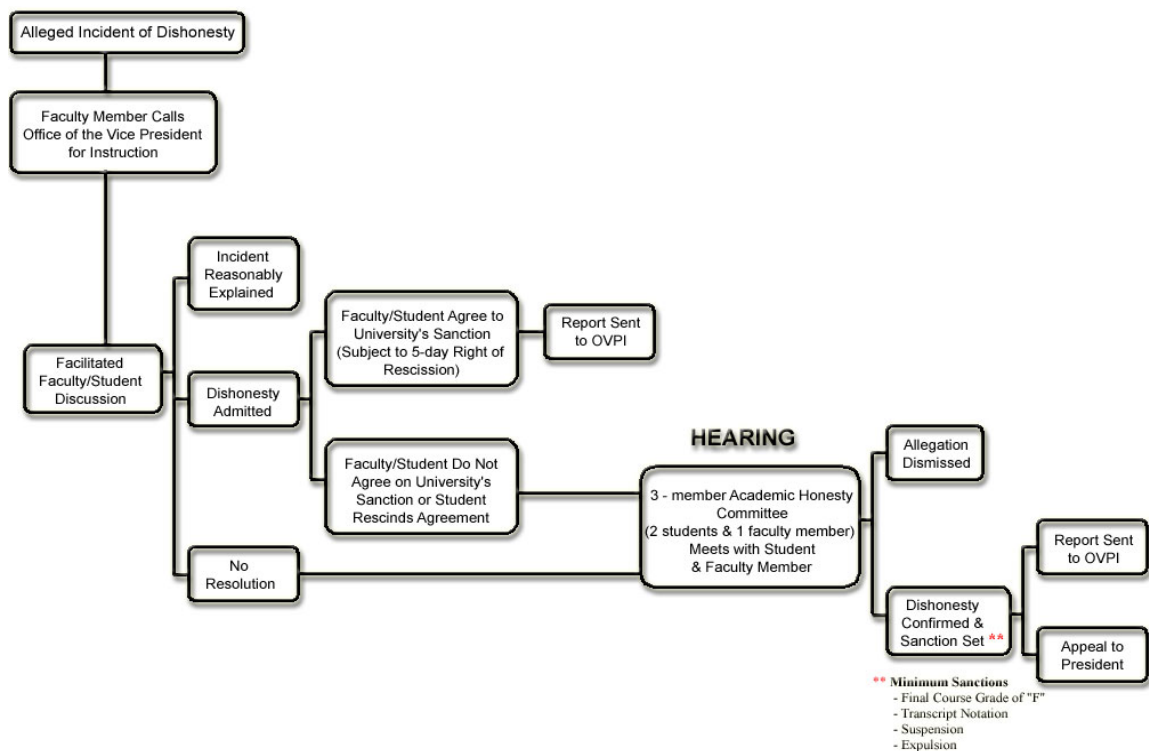
An hour examination or final examination shall not be given during the last three days of the semester. Such an examination shall be given during the time assigned for the final examination.

<b>College of Pharmacy</b>	<b>Policy Number A07-008-AP</b>
<b>UGA Academic Honesty Policy Policies and Procedures - Students</b>	<b>Effective Date -</b>

Academic integrity is an adherence to a high standard of values regarding life and work in an academic community. Pursuit of knowledge and the creation of an atmosphere conducive to learning are both definite aspects of academic integrity, but its basis lies in the standard of honesty.

Students at The University of Georgia are responsible for maintaining and adhering to the strictest standards of honesty and integrity in every aspect of their lives. Honesty in academic matters is a large part of this obligation. Specific regulations governing student academic conduct are contained in *A Culture of Academic Honesty* and these should be read to avoid any misunderstanding.

Students and faculty who suspect that an act of academic dishonesty has taken place should contact the Office of the Vice President for Instruction and report the incident. The procedures for resolving an alleged act of academic dishonesty can be found in the diagram below and on the web at: <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy/procedures-for-resolving-matters-of-alleged-academic>



<b>College of Pharmacy</b>	<b>Policy Number A07-009-AP</b>
<b>Grade Appeal Policies and Procedures - <i>Students</i></b>	<b>Effective Date -</b>

I. Grounds for an Appeal of the Final Course Grade.

The responsibility to assign a final grade to each student in a course rests with the course coordinator. It is expected that in assigning final grades, the faculty will uniformly apply objective academic standards. If a student feels that academic standards were not applied fairly in his or her case, or that the information used by the faculty to determine the grade was erroneous, then the student may seek to have the final grade changed, in accordance with the procedure outlined below.

A student's final grade in a course must reflect his or her performance in the course. The grading standards in a course are the responsibility of the course coordinator; the standards set by the course coordinator are not proper grounds for a grade appeal.

II. The responsibility of the student

- 1) The student must first discuss the grade with the instructor. These discussions must occur within 30 days of the end of the semester.
- 2) If the instructor determines that the grade should not be changed, and the student believes that he or she has a grievance, the student may file a written appeal with the Department Head of the Course Coordinator. The letter of appeal must be filed within one semester of the grade assignment. The letter must clearly state the grounds for the appeal.
- 3) The Department Head will investigate the assignment of the grade and inform the student in writing of the outcome of their appeal.
- 4) If the Department Head supports the ruling of the course coordinator, and the student continues to believe that he or she has a grievance, the student may file a written appeal to the Dean of the College of Pharmacy. This appeal must be submitted within 30 days of the Department Head's decision.
- 5) Any further appeals will be handled by the Educational Affairs Committee of the University Council in accordance to Section 4.05-01 of their policy manual.

***Approved by the Faculty of the College of Pharmacy May 14<sup>th</sup> 2007***

<b>College of Pharmacy</b>	<b>Policy Number A07-010-FC</b>
<b>Faculty Voting Policy Policies and Procedures - <i>Faculty</i></b>	<b>Effective Date -</b>

The rules governing the privilege of voting in a general faculty meeting are described in the Bylaws of the College of Pharmacy. The policy, within departments, may differ from those outlined in the Bylaws and can be revised by the departments at any time.

<b>College of Pharmacy</b>	<b>Policy Number A07-011-FC</b>
<b>Faculty Teaching Evaluation Policies and Procedures - <i>Faculty</i></b>	<b>Effective Date -</b>

According to the Faculty Handbook of the University of Georgia, “each school, division or department is responsible for determining the specific policy and procedures to be used for the evaluation of instruction.” Further, a policy of the Board of Regents requires the adoption of procedures for “a written system of faculty evaluations by students” and that this must be done at least once a year.

<b>UGA College of Pharmacy</b>	<b>Policy Number A07-012-PT</b>
<b>Annual Reviews of Faculty Policies and Procedures - Faculty</b>	<b>Effective Date 12/15/2022</b>

In accordance with University policy, each faculty member in the College of Pharmacy, regardless of rank or responsibilities, must receive a written annual evaluation of their performance. The following policy outlines the process and structure of this annual evaluation for all faculty in the College of Pharmacy.

### *Scope of the Evaluation*

1. Tenure-track faculty, tenured faculty, and faculty outside of the tenure process should be evaluated based upon their academic discipline-specific criteria.
2. All changes to performance criteria must be updated in the policies governed by the faculty in a timely fashion. These updates must be done in advance of the next review cycle and allow time for faculty to incorporate those expectations into the preparation of their review documents.
3. At a minimum, evaluations must address the components outlined in the University's framework and encompass continuous professional growth appropriate to the University's sector and mission.
4. At the College level, faculty members are evaluated in the areas of teaching, research, service, and administrative activities and as applicable these evaluations include student success activities as further defined in discipline-specific criteria for each faculty track.

### *The Evaluation Process*

5. The faculty member is responsible for providing an annual activity report from UGA Elements and any additional documentation and materials required or allowed by their discipline-specific annual evaluation criteria and process.
6. The unit head will discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation and their progression toward achieving future milestones.
7. The faculty members will sign a statement to acknowledge that they have been apprised of the content of their annual written evaluation.
8. A faculty member may respond to their annual evaluation in writing within 10 working days; any such response will be attached to the annual written evaluation.
9. Within 10 working days of the faculty member's response, the unit head will acknowledge in writing the receipt of the response, noting changes, if any, in the annual written evaluation made as a result of the faculty member's written response. This acknowledgment will also become part of the official personnel records.
10. Annual reviews are not subject to discretionary review or appeal.

## *Evaluation Scale and Criteria*

Annual faculty evaluations must utilize the following 5-point scale:

- 1 Does Not Meet Expectations
- 2 Needs Improvement
- 3 Meets Expectations
- 4 Exceeds Expectations
- 5 Exemplary

When using the scale, the noteworthy achievement definitions as referenced in BOR Policy 8.3.7.3 should at minimum be reflective of a 4 or a 5 on the above 5-point scale. Deficient and unsatisfactory performance as defined by discipline-specific criteria should be reflective of a 1 or a 2 on the above 5-point scale.

### *Post-Evaluation Process*

If the performance overall or in any of the assigned areas of effort is judged to be a 1 – Does Not Meet Expectations or a 2 – Needs Improvement, the faculty member must be provided with a Performance Remediation Plan (PRP) to remediate their performance during the next year. The evaluator will develop the PRP in consultation with the faculty members. The PRP must be approved by the Dean and submitted to the UGA Office of Faculty Affairs. The PRP will become part of the official personnel records.

The PRP must include the following components:

1. Clearly defined goals or outcomes,
2. An outline of activities to be undertaken,
3. A timetable,
4. Available resources and support,
5. Expectations for improvement,
6. Monitoring strategy

Two meetings each during the fall and during the spring must be held to review progress, document additional needs/resources, and consider planned accomplishments for the upcoming semester. After each meeting, the evaluator should summarize the meeting and indicate if the faculty member is on track to complete the PRP. The consequences for failing to meet the expectations of the PRP must be stated at the conclusion of each meeting.

A tenured faculty member evaluated as a 1 – Does Not Meet Expectations or a 2 – Needs Improvement in any one of the assigned areas of effort, for which the assigned allocation of effort exceeds 10%, for two consecutive annual evaluations will participate in a corrective post-tenure review, as described in the Policy for Review of Tenured Faculty. Note that the deficiency does not have to be in the same area but could be in a different area from one year to the next.

An editable copy of the [evaluation framework](#) is posted on the UGA Office of Faculty Affairs website.



## **[YEAR] ANNUAL EVALUATION**

- To:** *[Faculty Member's Name]*
- From:** *[Dean/Department Chair/Center Director's Name; for those schools with departments, the dean should be cc'd]*
- Date:** *[Must be submitted to the Dean by February 15<sup>th</sup> each year.]*
- Attachment(s):** *UGA Elements annual activity report [plus any self-assessments or other reports, as required by each academic unit]*

This constitutes your annual written evaluation required by Section 8.3.5.1 of the Board of Regents Policy Manual and Section 4.4, Faculty Evaluation Systems, of the University System of Georgia Academic and Student Affairs Handbook. Your assigned allocation of effort this year was [x%] scholarship, [y%] teaching, [z%] service, and [zz%] administration (or \_\_\_\_%) as agreed upon by the faculty member and their unit head.

The following 5-point scale describes the scores in each category below:

- 1 Does Not Meet Expectations
- 2 Needs Improvement
- 3 Meets Expectations
- 4 Exceeds Expectations
- 5 Exemplary

*[The faculty member should be evaluated in each category below and should include involvement in student success activities, as defined in Academic Affairs Policy Manual 1.10-10, in a particular area, or across the four, area(s) of effort. Faculty should be evaluated based upon their Promotion and Tenure Unit's discipline-specific criteria for annual evaluations. Faculty activity and productivity in each of the areas of assigned effort below may be briefly summarized as necessary by the evaluator. However, more extensive data or summaries or self-assessments by the faculty should be attached to the evaluation].*

### **Teaching [1 – 5]**

*[Evaluation should be more than just the number of classes taught and must include an assessment of the quality of teaching (e.g., peer reviews, student evaluations, demand for classes from students, enrollments, development of innovative teaching approaches), and involvement in student success activities (mentoring, advising, etc.)]*

### **Scholarship/Research/Creative Work [1 – 5]**

*[Evaluation should present quantitative data where applicable (e.g., the impact of journals, numbers of publications, amounts of external grant funding and sources, original creative works judged/reviewed) together with an assessment of the importance of the scholarship/research/creative work to the field, and involvement in student success activities such as mentoring, directing research, co-publishing.]*

**Service [1 – 5]**

*[Evaluation should assess the impact of achievements in professional service to the institution, community, or discipline (e.g., the documented impact of service on audiences served), and involvement in student success activities such as advising a student organization and preparing letters of recommendation.]*

**Administration or Other [1 – 5]**

*[Evaluation should assess the progress of the unit administered toward its strategic goals with measurable outcomes that document achievement of these objectives, and involvement in student success activities such as supporting curriculum development, advising, and scheduling; developing policies and student support initiatives.]*

**OVERALL EVALUATION [1 – 5]**

*[This section should provide an overall assessment of performance in relation to the individual’s assigned allocation of effort. If a majority of the faculty member’s assigned time receives a rating of a 1 or a 2, the overall evaluation must be unsatisfactory.]*

*The overall evaluation should also indicate whether the faculty member is making satisfactory progress toward the next level of review appropriate to their rank, (i.e., promotion and/or tenure as appropriate). A statement should be included to indicate that satisfactory progress in any one year does not guarantee that the faculty member will be successful in the promotion and/ or tenure, nor does a statement of unsatisfactory progress predetermine that the faculty member will be unsuccessful in the promotion and/or tenure, or post-tenure review.]*

Please sign below to acknowledge that you have been apprised of the content of your annual written evaluation. Your signature only acknowledges receipt of your written annual evaluation and does not imply agreement. You may respond to this report in writing, including by noting any factual errors and/or errors in omission. That response must be submitted within 10 working days of the date of electronic or other documented delivery of your evaluation. Any such response will be attached to your annual written evaluation. Your evaluator will acknowledge in writing the receipt of your response, noting changes, if any, in the annual written evaluation made as a result of your written response, within 10 working days. Any written responses by you and your evaluator will become part of the official personnel records.

\_\_\_\_\_  
Name and Title of Evaluator

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Signature of Evaluated Faculty Member, acknowledging receipt

**Sources:**

- [Board of Regents Policy Manual, § 8.3.5.1](#)
- [Guidelines for Appointment, Promotion and Tenure](#)
- [https://www.usg.edu/academic\\_affairs\\_handbook/section4/C2845](https://www.usg.edu/academic_affairs_handbook/section4/C2845)
- [AAPM 1.10-10 Student Success Activities](#)
- [List of additional examples of Student Success Activities on OFA webpage](#)

<b>College of Pharmacy</b>	<b>Policy Number A07-013-PT</b>
<b>Clinical Track Appointment and Promotion Guidelines Policies and Procedures - Faculty</b>	<b>Effective Date -</b>

## **Background**

An important part of the Mission of the University of Georgia, College of Pharmacy is to serve the needs of society by furthering the frontiers of pharmacy clinical practice, providing students with the highest quality education through a state-of-the-art pharmacy care environment and assuming a leadership position to advance and refine the roles of pharmacy practitioners.

A fundamental component of carrying out our Mission is the presence of a critical mass of teachers—educator-practitioners—who have the interest, experience, training and time to direct the process of educating our students. While acknowledging the vital role these educator-practitioners play in our clinical program, we are, paradoxically, unable to adequately recognize their contributions and accomplishments within the scope of the traditional merit and promotion processes.

The current dilemma has its roots in academic medicine and dates back to the early 1900's when Abraham Flexner produced a report that advocated the design of a medical curriculum to integrate basic science and clinical care. While this fusion enabled the evolution of the present biomedical era, this focus greatly impacted the hiring practices and criteria for advancement within the ranks of the health science disciplines.

The College recognizes that the educator-practitioner faculty must necessarily devote a great proportion of their time to the inseparable activities of teaching and clinical service and, therefore, have less time for traditional creative work than non-educator-practitioner scholars at the University. To recognize the need for and provide avenues for promotion of the educator-practitioner, the clinical track (non-tenure) appointment has been created.

Clinical track appointment refers to appointments made to individuals (salaried and non-salaried) who are engaged in pharmacy care or other types of patient care and who are involved at all levels of instruction to our professional students. This would be differentiated from the term “adjunct appointment” which would be reserved for individuals outside the college who are involved in graduate student education and/or faculty research activities that does not involve professional students.

## **Types of Appointments**

The clinical track has four levels:

1. *Clinical Instructor,*
2. *Clinical Assistant Professor,*
3. *Clinical Associate Professor* and

#### 4. *Clinical Professor.*

### **Appointment and Promotions**

Appointment to the clinical track at the rank of *Clinical Assistant Professor* is based upon promise or demonstrated excellence in patient care, student instruction, scholarly activities, professional leadership, practice and/or service. Promotion for clinical track faculty and appointment at the *Clinical Associate Professor* level or higher is based upon documented excellence in patient care, student instruction, scholarly activities, professional leadership, practice and/or service. The balance among the various categories may depend upon the practice setting and should be clearly specified by the Department Head upon the individual member's appointment and when reassignment occurs by the College of Pharmacy/Department.

The following guidelines should be followed for appointments and advancement in this track.

1. Professional competence and activity: There must be appropriate recognition and evaluation of professional activity. Exemplary professional practice, organization of training programs for health professionals, and supervision of health care facilities and operations comprise a substantial proportion of the academic effort of many health sciences faculty.

#### (a) Standards for Appointment or Promotion.

*Clinical Instructor:* Appointment to the rank of *Clinical Instructor* is generally reserved for individuals who have less than 2 years of practice experience post graduation.

At the *Assistant Clinical Professor* level, the individual should have two or more years of training and/or experience post Pharm.D. or equivalent professional degree. In addition, an appointee should show evidence of a high level of competence in a clinical specialty and demonstrated progress toward excellence in practice and instruction.

For promotion to or appointment at the *Associate Clinical Professor* rank, an appointee should at minimum be recognized at the regional or state health care community as an authority within a practice specialty.

For promotion to or appointment at the *Clinical Professor* rank, the appointee will have a national reputation for superior accomplishments within a practice specialty and may have a leadership role in a department or practice setting.

**Exceptions.** Exceptions to the guidelines' requirement for degree and specific experience may be granted by the Dean upon recommendation by the Department.

#### (b) Evaluation of Professional Competence and Achievement.

Evaluation of professional competence and achievement is both difficult and sensitive. In many cases, evidence will be testimonial in nature and, therefore, its validity should be subject to critical scrutiny. The specificity and analytic nature

of such evidence should be examined; the expertise and sincerity of the informant should be weighed.

Comparison of the individual with peers (similar practice responsibilities) at the University of Georgia and elsewhere should form part of the evidence provided. Letters from outside authorities, when based on adequate knowledge of the individual and written to conform to the requirements cited above, are valuable contributions. For promotion, evaluation or review by peers within the institution is necessary. The Department Head should also seek evaluations from advanced professional students and former students in academic positions or clinical practice.

2. Instruction: Excellent teaching is an essential criterion for appointment or advancement. Clinical teaching may include intensive tutorial instruction, carried on amid the demands of patient care and usually characterized by pressure on the teacher to cope with unpredictable varied problems, by patient-centered immediacy of the subject matter, and by the necessity of preparing the student to take action as a result of the interchange.

In this context, the general criteria for teaching in the university/practice setting should emphasize the candidate's command of the subject; continuous growth in the subject field; ability to organize material and to present it with force and logic, having both the spirit and enthusiasm to vitalize the candidate's learning and teaching; having the ability to arouse curiosity in beginning students and to stimulate advanced students to creative work; the personal attributes as they affect teaching and students; the extent and skill of the candidate's participation in the general guidance and advising of students.

In addition, the educator-practitioner should be successful in applying knowledge of basic health science and clinical procedures to the care of a patient in a manner that will not only assure the best educational opportunity for the student, but also provide high quality care for the patient.

For appointment to a title in this track, the appointee should have a record of active participation and excellence in clinical/professional teaching, whether for health professional students, graduate students, residents, postdoctoral fellows, or continuing education students.

It is the responsibility of the department head to submit meaningful statements, accompanied by evidence, including evaluations of the candidate solicited from students, concerning the candidate's teaching effectiveness.

No single set of satisfactory criteria can be prescribed; however, among significant types of evidence of teaching effectiveness are the following: (a) opinions of other members of the candidate's department, particularly if based on class visitations, on attendance at public lectures or lectures before professional societies given by the candidate, or on the candidate's results in courses prerequisite to those of the informant; (b) opinions of students; (c) opinions of graduates who have achieved notable professional success since leaving the University; (d) number and caliber of students guided in research or advanced professional training by the candidate and of those attracted to the Campus by

the candidate's reputation as a leader; (e) development of new and effective techniques of instruction.

For promotion to or appointment at the *Clinical Professor* rank, the appointee should be recognized by students and peers as an outstanding educator. Most candidates will have designed educational programs at a local level, and some will have designed such programs at a national level.

3. Creative Work: Many clinical track faculty devote a great proportion of their time to the inseparable activities of teaching and professional responsibilities and, therefore, have less time for traditional creative work than non educator-practitioner scholars in the University. Some clinical track faculty devote this limited time to academic research activities; others utilize their clinical experience as the basis of their creative work. Creative work may include development of innovative approaches to pharmacy practice and to teaching; contribution to the expansion of pharmacy's scope of practice, modification of treatment approaches, contribution to improved health outcomes, etc.

An appointee is expected to participate actively in advancing education, the practice, the basic, applied, or clinical sciences in the health care field. In order to be appointed or promoted to the *Associate Clinical Professor* or *Clinical Professor* rank, an appointee shall have made a significant contribution to knowledge and/or practice in the field. The appointee's creative work shall have been disseminated, for example, in a body of publications, in teaching materials used in other institutions, or in improvements or innovations in professional practice which have been adopted elsewhere.

Evidence of achievement in this area may include case reports. Published clinical/practice observations are an important contribution to the advancement of knowledge in the health sciences and should be judged by their accuracy, scholarship, and utility. Improvements in the practice of health care result from the development and evaluation of techniques and procedures by clinical investigators. In addition, creative achievement may be demonstrated by the development of innovative programs in health care itself or in transmitting knowledge associated with new fields or other professions.

Textbooks and similar publications, or contributions by candidates to the professional literature and the advancement of professional practice or of professional education, should be judged as creative work when they represent new ideas or incorporate scholarly research. The development of new or better ways of teaching the basic knowledge and skills required by students in the health sciences may be considered evidence of creative work.

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.

4. University and Public Service: The review committee should evaluate both the amount and the quality of service by the candidate to the department, the College, the University, and the public, paying particular attention to that service

which is directly related to the candidate's professional expertise and achievement. The Department Head should provide both a list of service and an analysis of the quality of this service.

Examples of indicators that may be used for appointments and promotions are given in Appendix A. These examples are only given for guidance and should neither be considered as being inclusive nor exclusive.

### **Terms of Service**

The College appointment to this faculty series can vary from 0 to 100% with the balance often being professional appointments at other institutions. Faculty with appointment to this series at 0 % will be designated as W.O.S. (without salary). Being a non-tenured track series, annual reappointment is required by the University.

Because appointments to this faculty series can vary from 0 to 100% effort, the time-line for promotion from one level to the next is not set but is dependent upon cumulative accomplishments and achieving certain recognition levels. Salaried *Clinical Assistant Professors* will be reviewed yearly for progress toward promotion by the Department. For full time appointees (100%) at the *Clinical Assistant Professor* level promotion to *Clinical Associate Professor* it is expected to be achieved no later than by the end of the seventh year.

For full time Clinical Faculty. While promotion or appointment to *Clinical Associate Professor* does not imply tenure, it is the understanding of the Faculty that such a promotion or appointment constitutes a long-term commitment to the Faculty member with emphasis on rights of academic freedom.

For WOS faculty. Faculty with WOS titles will be reviewed biennially for progress toward promotion.

### **Appointment Process**

The process for appointment follows a similar process as outlined for tenure track faculty in The University of Georgia Guidelines for Appointment, Promotion, and Tenure.

New appointments must be reviewed and a recommendation provided by:

1. Department Faculty (tenure and non-tenure track) holding ranks equal to or superior to the recommended rank of the proposed faculty member.
2. The Head of the Department.
3. The Dean of the College of Pharmacy.
4. The University of Georgia Administration.
5. The Board of Regents will review and approve the appointment.

### **Promotion Process**

The process for promotion follows the same process as outlined for tenure track faculty in The University of Georgia Guidelines for Appointment, Promotion, and Tenure.

The promotion must be reviewed and a recommendation provided by:

1. Department Faculty (tenure and non-tenure track) holding ranks equal to or superior to the recommended rank of the faculty member.



2. The Head of the Department.
3. The College of Pharmacy Promotion and Tenure Committee, or its equivalent promotion committee for clinical faculty.
4. The Dean of the College of Pharmacy.
5. The University of Georgia Administration.
6. The Board of Regents will review and approve the promotion.

A sample letter for requesting evaluation for promotion of clinical track faculty is provided in appendix B.

## **Appendix A**

### **Sample Indicators for Promotion.**

Examples of indicators for promotion are given below. Please note that this list is only given for guidance and should neither be considered as being inclusive nor exclusive.

#### **Clinical/Practice Competency**

1. Letters from peers, physicians, nurses, health care organization supervisors/ administrators, etc., evaluating the quality of direct patient care or other professional activities provided by the candidate.
2. Evaluation and recognition (honors and awards) of practice proficiency by state, national or international professional organizations.
3. Development or application of innovative pharmacy care programs and activities (including but not limited to innovative drug distribution programs, staff-pharmacist development and/or continuing education programs, drug information dissemination, medical histories and/or counseling programs, postgraduate training programs, postgraduate fellowship training programs, disease management programs, compounding programs, treatment programs, etc.)
4. Adoption by other institutions of clinical/professional programs developed/maintained by the candidate.
5. Documentation of referrals.
6. Documentation of consultation in the candidate's field.
7. Development/modification of Patient Care Protocols utilized by health care organizations.
8. Participation in clinical or other health related committees (Pharmacy & Therapeutics, Quality Assurance, etc.)
9. Drug Monographs prepared for Pharmacy and Therapeutic Committee considerations.
10. Professional Newsletters.
11. Grants/contracts received to provide services to the health care organization.
12. Advanced clinical appointments at non-university practice setting.
13. Invited presentations or lectureships regarding patient care or other service activities.
14. Identification as an expert consultant by agencies outside of the University.
15. Presentation of patient care and other service activities at state, regional and national professional meetings.

16. Invited lectures to professional groups.
17. Participation in local, state, regional, national and international professional organizations (elected officials, committee membership, etc)
18. Reviewer or editor for professional journals, reviewer of abstracts for professional meetings.
19. Presentation of continuing education programs.
20. Participation in or presentations to community organizations as a pharmacy representative.
21. Documentation of contribution to the mission and goals of the faculty's practice settings.
22. Demonstration of professional advancement or leadership through administrative duties within a health care organization.
23. Demonstration of professional advancement or leadership through managerial duties within a health care organization.
24. Board certification and/or specialty credentialing.

### **Instruction**

1. Command of material and effectiveness of teaching shown by peer evaluations (letters).
2. Command of material and effectiveness of teaching shown by student evaluations (didactic and clerkship).
3. Development of courses, curriculum and instructional methods (to include, but not limited to, innovative non-traditional instructional methodologies such as Web-CT, other computer based instructional programs, problem based learning, distance learning, video/film, other media).
4. Honors or special awards for teaching accomplishments.
5. Citation of student performance on external examinations and/or evaluations.
6. Selection for college-sponsored continuing education programs and special teaching activities inside and outside of the University.
7. Appointment to state, regional, or national bodies concerned with teaching such as accreditation site visit teams.
8. Successful direction of individual student work such as independent studies and special student projects.
9. Effective and diligent advisement of students in pursuing their chosen academic programs.
10. Presentations at state, regional, national or international meetings related to teaching
11. Citation of teaching load.
12. Documentation of effective mentoring of students.
13. Development of new experiential sites.
14. Documented effectiveness as a faculty advisor to student organizations.

### **Creative work**

1. Invited lectureships to present creative activities (development of innovative approaches to pharmacy practice and to teaching; contribution to the expansion of pharmacy's scope of practice, modification of treatment approaches, contribution to improved health outcomes, etc.) at other institutions or organizations.

2. Presentation of results of creative activities (development of innovative approaches to pharmacy practice and to teaching; contribution to the expansion of pharmacy's scope of practice, modification of treatment approaches, contribution to improved health outcomes, etc.) at state, national & international professional meetings.
3. Publication of results of creative activities (development of innovative approaches to pharmacy practice and to teaching; contribution to the expansion of pharmacy's scope of practice, modification of treatment approaches, contribution to improved health outcomes, etc.) in peer reviewed journals appropriate for the discipline.
4. Publication of results of research or other creative activities related to teaching in peer reviewed journals.
5. Participation in clinical research (e.g. clinical drug trials, pharmacoepidemiologic studies, pharmaco-economic studies, pharmacokinetic trials, etc). May include consultation on protocol development, patient recruitment, performance of trials, data collection, data analysis, manuscript preparation, and abstract preparation for submission to professional meeting.
6. Invited lectureships to present research findings at other institutions or organizations.
7. Presentation of research results at state, national & international professional meetings.
8. Publication of results of research projects in peer reviewed journals appropriate for the discipline.
9. Published research papers related to teaching in peer reviewed journals.
10. Election to offices, committee activities, and other important service to professional associations and learned societies including editorial work and peer reviewing as related to teaching.
11. Receipt of grants to fund the study of innovative teaching activities or fund stipends for students.
12. Development of instructional materials that have been adopted by other institutions.
13. Published textbooks and book chapters adopted by other programs.
14. Receipt of grants to support research efforts, including funding for fellowships and other personnel.
15. Published position papers.
16. Published Case Reports.
17. Published professional review articles.
18. Published book reviews.
19. Published practice guidelines and policy statements.
20. Honors and awards for professional achievements.
21. Honors and awards for research efforts.
22. Departmental and institutional governance and academic policy and procedure development as related to teaching, research and clinical activities.
23. Editorial/reviewer work for professional journals in which research results are published.
24. Reviewer for abstracts for state, regional and national professional meetings in which research results are presented.

25. Reviewer of research proposals for funding by University or national organizations.
26. Reviewer for textbooks and book chapters
27. Citations of research scholarship in other publications.
28. Recognition as a consultant in the candidate's field of research.

**Service**

1. Contribution to College or University standing committees, including *ad hoc* advisory groups.
2. Advising students.
3. Faculty advisor to student organizations.
4. Mentoring of junior faculty.
5. Service to the public as it relates to the candidate's professional expertise.
6. Performance of administrative responsibilities.
7. Education to the community at large.
8. Community and public health program development.
9. Consultation for public programs.
10. Serving on boards.
11. Initiation and implementation in public policy (health and public health).
12. Developing assessment processes for community programs.



**Appendix B.**  
**Sample Letter for Requesting Evaluation for**  
**Promotion of Clinical Track Faculty**

Dear [external reviewer]:

The University of Georgia is considering the promotion of [candidate] to the rank of Clinical [Associate] Professor. The clinical track at the University of Georgia is non-tenure track based upon a blend of excellence in patient care, student education, scholarly activities (e.g. publications, presentations, grants) and professional and university service.

To aid us in rendering a wise promotion recommendation, we seek a thoughtful evaluation of the [candidate]'s contributions to clinical pharmacy. You have been recommended to us as a person who in a position to evaluate the [Professional competency and recognition], [clinical/professional teaching], [{professional}service] and [scholarly] contributions of [the candidate]. We do not ask your judgment about the candidate as a person. Instead, we seek your professional judgment of the impact and quality of [the candidate]'s clinical, professional and scholarly contributions.

During [candidate]'s term at the College of Pharmacy [his/her] time has been divided between the following responsibilities: [%] practice activities, [%] teaching, [%] scholarly activities, and [%] service. {[Candidate] has also sought to maintain [his/her] practice skills through working {off hours} at [facility] approximately [x hours per week]}(\*).

To determine whether [candidate] meets University guidelines for promotion, we are interested in the following:

- I. Length and nature of relationship with the candidate.
- II. Your judgment of the quality and significance of [the candidate]'s clinical/professional activities, clinical/professional teaching and service
- III. Your judgment of [the candidate]'s scholarly contributions. Enclosed please find work examples upon which we would particularly value your professional judgment.
- IV. [The candidate]'s professional reputation and standing as a practitioner and scholar relative to outstanding people in the same field who are at approximately the same state of development.

The University of Georgia will use your reply only in the promotion process. Your reply will be needed by [date] in order to include it in our promotion cycle for this year. We are eager for you to assist us with this process.

Thank you for your assistance in this important matter.

Sincerely,

*(\* This sentence is meant for faculty who are not full time employed by the College or have not been assigned a practice site.)*

<b>College of Pharmacy</b>	<b>Policy Number A07-014-FC</b>
<b>Adjunct Faculty Appointment Policies and Procedures - <i>Faculty</i></b>	<b>Effective Date -</b>

The College of Pharmacy follows the University of Georgia guidelines for adjunct faculty appointments, and the following criteria are used for appointment:

1. The candidate should show evidence of special expertise and/or scholarly activity.
2. The candidate should have appropriate qualifications for academic appointment.
3. The candidate should meet the specific academic need as identified by the offering department. (These would be developed separately by the department.)
4. Approval by academic department and Dean is required.

<b>College of Pharmacy</b>	<b>Policy Number A07-015-FC</b>
<b>Studies Using Human Volunteers Policies and Procedures - <i>Students</i></b>	<b>Effective Date -</b>

Any study involving human volunteers (including students) must receive approval of the University of Georgia Institutional Review Board. If pharmacy students are involved in such studies, class attendance requirements as set forth by course coordinators should be followed.



<b>College of Pharmacy</b>	<b>Policy Number A07-016-FA</b>
<b>Nomination Guidelines for Outstanding Teaching Award Policies and Procedures - Faculty</b>	<b>Effective Date -</b>

The outstanding Teaching Award may be made annually to a teacher in the College of Pharmacy who has demonstrated excellence in instruction. The Award consists of a \$1,000.00 cash award and travel to the AACP annual meeting where outstanding teachers from each school of pharmacy are recognized. The recipient's name will also be placed on a plaque exhibited in the lobby of the College.

Teachers should be considered for this Award if:

1. They have made significant impact on the intellectual and professional development of students.
2. They have made significant contributions to instruction in their field.
3. They have shown commitment to the personal and professional needs of students.
4. They demonstrated creativity and innovation in instruction.
5. They have shown the ability to stay current in their scholarship and instructional efforts.

Nominations may come from full time faculty or their peers before **January 9<sup>th</sup>** and should be submitted to the Associate Dean. Dossiers must be provided to the evaluation committee by **January 21<sup>st</sup>**; final selections will be made by **January 30<sup>th</sup>**. Faculty membership on the selection committee is comprised of the winners of the Award for the last three years (who are not eligible for the award). The Chair of the committee is the faculty member with the longest tenure of the committee. Additionally, two students from the Dean's Student Advisory Council and one graduate student will be appointed by the Associate Dean to serve as advisors but not voting members on the selection committee. The final member of the selection committee will be a previous winner of the Meig's Teaching Award, and will be selected by the Selection Committee.

Nominees should prepare a brief portfolio describing their efforts in instruction. The following are suggested criteria for selection of the Teacher of the Year Award. These items would be useful in the selection process and are not meant to exclude other methods of determining excellence in instruction.

Nominees for the Outstanding Teaching Award may wish to include these and other factors that demonstrate excellence in instruction in their "teaching portfolio". This portfolio will be utilized by the selection committee to assist in choosing the recipient of the Award. The "teaching portfolio" should be no longer than three (3) pages in length

(excluding appendices) and may include demonstrations of excellence in teaching via:<sup>1</sup>

- Development of innovative courses, teaching materials, or instructional techniques.
- Creative contributions to an instructional program including revision or development of a curriculum or course of study.
- Student comments that attest to the teacher's ability to stimulate interest and work.
- Student evaluation scores are also beneficial in determining overall teaching effectiveness.
- Involvement with individual student activities such as independent studies, special projects, and student seminars.
- Excellence in publication activities related to instruction (textbooks, published lecture notes, invited presentations regarding instruction, grants related to teaching, etc.)
- Involvement with instruction-related committees.
- Effective and diligent advisement of students in pursuing their chosen academic programs.
- Involvement of the faculty member in extramural student activities.
- Excellence demonstrated by peer evaluation of instructional expertise.

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<sup>1</sup>Faculty may review suggestions for the documentation of excellence in teaching as described in the current issue of Guidelines for Promotion and Tenure at the University of Georgia.

Adopted at the 1-5-98 faculty meeting.

<b>College of Pharmacy</b>	<b>Policy Number A07-017-FC</b>
<b>Dispute Resolution Procedure Policies and Procedures - <i>Faculty</i></b>	<b>Effective Date -</b>

The College of Pharmacy is committed to maintaining an environment where its diverse population can work in an atmosphere of civility, tolerance, and mutual respect for the rights, duties, and sensibilities of each individual. In the day-to-day operation of the College of Pharmacy, problems, misunderstandings, and difficulties sometimes occur. While consideration, cooperation, and common sense can resolve most of these situations, a few may require special attention.

University policy and statutes provide for university-wide dispute resolution mechanisms through the Dispute Resolution Policy for the University of Georgia, the statutes of the University of Georgia, and the University Council Faculty Grievance Committee.

Faculty, staff and students of the College of Pharmacy are encouraged to discuss and resolve disputes of all kinds at the lowest possible level within the College. For example, suggested solutions for resolving disputes include speaking directly with the individual, or having a small group meeting with facilitators or advocates in situations where there may be imbalances in authority. If parties are unable to resolve their conflicts they are encouraged to consult with the appropriate supervisor/unit head of the academic or administrative unit involved and meet with the head to discuss the problem. The unit head will then act to resolve the difficulty to the satisfaction of all parties involved. Parties not content with the final action of the unit head may petition the office of the dean for further review or avail themselves of the University-wide dispute resolution mechanisms.



<b>College of Pharmacy</b>	<b>Policy Number A07-018-PT</b>
<b>Third Year Review Procedure Policies and Procedures - Faculty</b>	<b>Effective Date – 02/11/1993 Revised – 3/31/1998</b>

***5/29/02 – Faculty Council recommends that Promotion and Tenure Committee reevaluate this procedure, particularly a) Item 2E and 3, regarding external letters, which appears to be inconsistent with other UGA departments, and b) type of unit review, specifically whether departmental faculty vote is required.***

The University of Georgia Guidelines for Appointment, Promotion, and Tenure (revised May 1995) states on page 16: “For assistant professors in their third year, the head of the promotion/tenure unit shall appoint a committee to review thoroughly the individual’s achievements and performance in teaching research and other creative activities, and service. That committee shall report its findings to the professors and associate professors in the promotion and tenure unit.” The procedure outlined below is to be used as a guideline in conducting the third year review within the College of Pharmacy.

1. A committee will be appointed by the Department Head to review the individual's achievements and performance in teaching, research and other creative activities, and service. This committee will consist of three College of Pharmacy faculty members, two of which must come from the faculty member's home department. All committee members will be at the rank of associate or full professor. The Department Head is not to serve on the committee. If for some reason, there are not sufficient numbers of senior faculty in the Department, the committee may be composed of faculty outside the department (at the rank of associate or full professor).
2. The materials to be evaluated by the committee shall include:
  - a) Equivalent Full Time (EFT) distribution of responsibilities (% time teaching, research and service).
  - b) Courses and lectures taught to date and a summary of the teaching evaluations.
  - c) Curriculum vita in promotion dossier format.
  - d) Two page summary of the individual’s accomplishments and teaching activities. This should be composed by the faculty member.
  - e) External letters (3-4).
  - f) Copies of all papers published, in press, or submitted.
  - g) Letter of evaluation by the Department Head (maximum of 2 pages).
  - h) Grants submitted and funded (“Pink sheets” may be included as additional documentation.)
3. External letters of evaluation are to obtained in the following process:
  - a) Individual submits the names of three assessors.
  - b) Department Head submits the names of three individuals.
  - c) The committee selects two individuals from each list and requests evaluation letters.
  - d) Sample letter requesting evaluation is attached.
  - e) Reviews should receive the materials listed in item 2a-f.

4. Following the above evaluation, the committee will provide a written report to the Department Head and the individual recommending whether progress toward promotion is sufficient. The Department Head will discuss this report with the individual. The candidate is encouraged to reply in writing to the report and any reply becomes part of the report.
5. At the conclusion of this the Committee report, candidate response, if any, and Department Head's recommendation will be forwarded to the Dean. One of the following recommendations will be made by the Department Head to the Dean:
  - a) Extend the contract of the faculty member based upon satisfactory progress.
  - b) Extend the contract of the faculty member with a suggestion of a formal review during the next year to assess progress.
  - c) Not to extend a contract to the faculty member.

## Sample Letter Requesting Third Year Evaluation From External Reviewers

Dear XXXXX:

For assistant professors in their third year, it is the policy of the University of Georgia to review the individual's achievements and performance in teaching, research and other creative activities, and service. The University of Georgia College of Pharmacy is currently conducting a third year review of YYYYYY as required by the Guidelines for Appointment, Promotion, and Tenure. During this process we seek expert advice from outside our faculty as well as within.

To aid us in this evaluation, we seek a thoughtful evaluation of the individual's contributions to the field. You have been recommended to us as a person who is in a position to evaluate the scholarly contributions made by YYYY. We do not ask for your judgement about the candidate as a person. Instead, we seek your professional judgement on this individual's progress to date. Specifically, we are interested in the following:

1. Length and nature of your relationship with the individual.
2. Your judgement of the quality and significance of the individual's professional publications.
3. The individual's professional reputation and standing as a scholar relative to others in the same field at approximately the same stage of development.

The College of Pharmacy will use your reply only in the third year review process. If you believe that another person can better comply with this request, we would welcome your suggestions about whom we should contact.

Thank you for your assistance in this matter.

Sincerely,

***Approved at Faculty Meeting; February 11, 1993; (modified 3/31/98)***

<b>College of Pharmacy</b>	<b>Policy Number A07-019-CC</b>
<b>Guidelines for Team-taught Courses Policies and Procedures - Faculty</b>	<b>Effective Date – 01/05/1998</b>

Many of the courses offered by the College of Pharmacy are taught by a team of faculty instructors, often from different departments. This document is intended to serve as a guide for the conduct of team-taught courses.

**Departmental Responsibilities:**

Each team-taught course will be assigned to one department which will assume primary responsibility for the course. The Department Head will assign one faculty member to serve as course coordinator. Each additional department involved in teaching a course shall appoint a co-coordinator (unless that involvement is minimal and a co-coordinator is not needed). The course coordinator(s) and instructors will collaborate to determine how the course will be conducted.

The following are responsibilities of the Departments:

1. Course syllabi, handouts and examinations, submitted to the course coordinator by the designated due dates, will be the responsibility of the course coordinator's home department.
2. Scheduling classroom time (with the Associate Dean in collaboration with Department Heads and course coordinator).
3. Lecturers are assigned by the Department Heads in consultation with the course coordinator and co-coordinator(s). Course coordinators may be asked to recommend potential instructors.
4. The Department Head will assure that students have the opportunity to provide written evaluation for all course instructors. Course coordinators may be asked to administer the student evaluations. Some method of quality assurance in addition to student evaluations should be applied by the Department Head and/or course coordinator. This may include the Department Head and/or coordinator observing selected lectures, small group conferences with selected students, or other materials.

**Course Coordinator Responsibilities:**

Effective coordination of team-taught courses requires that course coordinators assume responsibilities that are different from single-instructor courses. Below is a list of responsibilities of course coordinators.

1. In courses which have coordinated lecture topics over two semesters, the course coordinator(s) from each semester should meet three months prior to each fall semester to determine, the order of topics, and the semester in which subjects will be covered.
2. Three months prior to the start of the course, the coordinator should conduct a meeting of all instructors teaching in the course to discuss course format, methods of instruction to be used, textbooks, readings, handouts, testing strategies, examination point distribution, and grading.



3. The coordinator should construct the course schedule, outlining course topics, instructors, dates, and times. The schedule should be sent to instructors for their approval at least four weeks before the start of the course. The finalized schedule should be sent to the instructors to allow adequate preparation time.
4. Instructors should be notified about procedures for handout materials (i.e. due dates, nature of material to be given to students).
5. The coordinator should assure that examination materials are properly prepared. Coordinators should review all test materials to assure that the variation in testing strategies does not pose an unnecessary hardship on students and should determine that the time required to complete the examination does not exceed the time provided. In consultation with the instructors course coordinators may delete or revise examination items.
6. The coordinator should determine letter grades based on examination scores and submit grades by the appropriate date.
7. At the conclusion of the course, the coordinator should perform an assessment of the course to determine components that should be altered for the next offering. These findings should be presented to the Department Head and/or Associate Dean for help in implementing changes.

**Course Instructors:**

The following are responsibilities of instructors participating in a team-taught course:

1. Submit course materials to the course coordinator by the required deadline (including handouts, test materials, graded examinations). Materials submitted after these deadlines are the responsibility of the individual instructors.
2. Provide a complete outline of topics to be covered in the lecture.
3. Adhere to the teaching method and schedule selected for the course.
4. Adhere to lecture schedules so that lectures begin promptly at the scheduled time and conclude at the proper time.
5. Assist the coordinator in proctoring examinations.

***Approved: January 5, 1998***

<b>College of Pharmacy</b>	<b>Policy Number A07-020-PT</b>
<b>Post-Tenure Review Policy Policies and Procedures - Faculty</b>	<b>Effective Date – 05/08/2003</b>

- I. Post-tenure review for the College of Pharmacy shall be conducted as stated in The University of Georgia **POLICY FOR REVIEW OF TENURED FACULTY** as published January 1997 or subsequently amended.
  
- II. The **Post-Tenure Review Committee** shall consist of three College of Pharmacy faculty members with at least one member selected from the membership of the College of Pharmacy **Promotion and Tenure Committee**. The members are appointed by the **Promotion and Tenure Committee Chair** with the requirement that at least one member shall be from the faculty member's home department or initiating promotion/tenure unit and that the review committee members shall be of the same or higher rank than the faculty member being reviewed.
  
- III. The faculty member under review will be presented with a list of faculty members who are eligible to serve on his/her review committee and may eliminate up to five faculty members from this list of potential reviewers. The review committee will be appointed from this list of acceptable review committee members. If, because of formal objections of the faculty member under review, or other extenuating circumstances, the number of **Review Committee** members is less than three (3), the dean of the College shall appoint other members to bring the number up to three, as required by the **Policy for Review of Tenured Faculty**. These members may come from outside the College of Pharmacy with the criteria that they would have some familiarity with reviewed person's individual field.  
  
 Votes by the Review Committee for or against satisfactory performance shall be carried by a simple majority. Three votes must be case.
  
- IV. As specified in the **POLICY FOR REVIEW OF TENURED FACULTY**, the **Post-Tenure Review Committee** shall provide the faculty member with a concise, written summary of the review and a conclusion as to whether his/her performance is deemed satisfactory. If the faculty member's performance is deemed not satisfactory, the Post-Tenure Review Committee shall provide a report identifying the areas of weakness and suggested actions that might strengthen the faculty member's performance.
  
- V. Faculty members who are due for a 5-year review shall be notified by June 1 that they will be reviewed and that they should submit, by September 1, a dossier of their accomplishments over the five-year period in the format recommended by the guidelines published in The University of Georgia **POLICY FOR REVIEW OF TENURED FACULTY**. Review procedures and recommendations shall be completed by January 15 of the following year.

<b>College of Pharmacy</b>	<b>Policy Number A07-021-CC</b>
<b>Experiential Clerkship Site and Preceptor Requirements Policies and Procedures - Faculty</b>	<b>Effective Date – 09/12/2001</b>

**Mission and Vision:**

The University of Georgia College of Pharmacy will strive to provide its students high quality practice experiences and develop a national reputation in the area of experience training.

1. Develop individualized student schedules that meet both the student's educational needs and the College's curricular goals and requirements.
  - a. Experiences should be structured to reinforce didactic material and develop skills necessary for graduates to excel in their first professional position and advance professionally.
    - Develop sufficient numbers of quality inpatient and outpatient experiences that deal with common health care subpopulations and disease states.
    - Develop sufficient numbers of quality experiences in specialty practice pharmacy areas.
    - Integrate administrative issues, including personnel management, in all clerkship experiences.
    - Order experiences in complexity based upon past student experiences.
  - b. Core clerkships should meet uniform standards for content and quality.
    - Develop and implement key educational objectives.
    - Develop and implement quality assessment tools.
    - Develop and implement a comprehensive preceptor development program.
    - Develop and implement a continuous quality improvement program for all sites and preceptors.
  - c. Clerkships should challenge the best students yet encourage and motivate weaker students.
  - d. Equal access to experiences should be provided for all students enrolled in the Non-Traditional Pharm.D. Pathway Program
2. Develop a national reputation among Colleges of Pharmacy for innovation and excellence in the area of experience training.

**The Preceptor:**

***The College of Pharmacy will strive to have all preceptors be competent practitioners who are committed to pharmacy education and set a positive and realistic example for the student.***

1. The preceptor(s) agree(s) to abide by all guidelines of the program.

2. The preceptor must be licensed and in good standing by their state board as required by the practice environment.
3. All preceptors will adhere to a code of ethical conduct.
4. The primary preceptor for any rotation must have practiced in their discipline (pharmacy, medicine, nursing) as a licensed practitioner, if required, for at least the past 12 months.
5. The preceptor demonstrates good intra-professional, inter-professional, and health care provider-patient relationships.
6. The preceptor should take sufficient time to organize the student's clerkship, spending one-on-one time with the student assessing and communicating progress. The preceptor should thoroughly communicate expectations to the student at the start of the experience. A brief verbal evaluation should be completed at least weekly along with a written evaluation at the midpoint and end of the rotation.
7. The preceptor should meet with key health care personnel that the student may interact with (e.g. attending physician, chief resident, head nurse) and explain the role of pharmacy students in that setting, the duration of their experience, and whom they should call if there are any problems.
8. The preceptor should be available to the student at all times that the student is at the preceptor's site (unless supervision has been transferred temporarily to another individual and the name of that person and mechanism of contact has been given to the student).
9. The preceptor should engage in professional growth and life-long learning through active participation in professional organizations, preceptor training conferences, and continuing education.
10. The preceptor should provide learning experiences that stress the responsible provision of pharmaceutical care and the optimization of patient medication outcomes.
11. In selecting and assigning preceptors the site coordinator will preferentially assign students to pharmacists and other healthcare professionals who:
  - a. Have developed an innovative practice site
  - b. Have one or more of the following:
    - Exceptional teaching skills
    - Exceptional clinical skills
    - Frequent patient contact
    - Opportunities to interview and counsel patients / private counseling area
    - Processes for evaluation and monitoring of patient drug therapies
    - Processes for disease-state management programs
    - Interaction with other health professionals
    - Access to the complete medical record
    - Access to the internet for literature and health-related information searches
    - Processes for compounding extemporaneous formulations
    - Prescriptive authority

- Opportunities for visitation to other health-related agencies, e.g., EMS, health department, hospice, governmental agencies, managed care organizations
- Processes for pharmacotherapy / pharmaceutical care research

## Evaluation of Preceptors

*Assigned students and selected faculty from the Offices of Experience Programs and Nontraditional Education will evaluate preceptors and their practice sites. The results of this evaluation will be communicated to the preceptor and site coordinator annual.*

### **The Experience:**

***The College of Pharmacy will strive to have all experiences meet or exceed both the student's educational needs and the College's curricular goals and requirements.***

1. The student should be properly oriented to the rotation. This includes:
  - a. Tour of the site and involved locations
  - b. Discussion of expectations
  - c. Review of syllabus and schedule
  - d. Introduction to key personnel (physicians, nurses, pharmacists, etc.)
  - e. Computer access and basic training (where applicable)
2. The experiences should meet the minimum expectations as outlined by the UGA College of Pharmacy Experience or Non-Traditional Programs Manual.
3. Pre-tests and post-tests may be considered
4. The experience should be evaluated continuously utilizing feedback from the preceptors, students and College of Pharmacy faculty.

### **The Site:**

The College of Pharmacy will strive for all sites to have the potential for excellence. Students will be placed preferentially at sites that demonstrate excellence and advance the profession.

1. The site should maintain adequate staffing to allow the student a meaningful educational experience.
2. The site should meet all standards set by governmental agencies and accrediting bodies.
3. The site and its staff should be free of any violations of state and/or federal laws.
4. The site should be clean and reflect a professional image.
5. All preceptors at the site must maintain an outstanding ethical and legal compliance record.
6. Student learning at the site should be supervised by one primary preceptor for each rotation. All pharmacists at a site willing to precept students may become co-preceptors if they meet the minimal requirements.
7. For rotations where it applies, the scope of pharmaceutical services provided and the volume and variety of activities should be suitable to provide a rich learning environment.
8. For rotations where it applies, the student must be permitted to perform a pharmacist's functions under supervision.
9. For rotations where it applies, a patient profile system should be maintained and utilized.
10. Sufficient reference materials should be available for the provision of information to patients, pharmacists, and other health professionals.

<b>College of Pharmacy</b>	<b>Policy Number A07-022-EC</b>
<b>Policy on Centers Policies and Procedures - <i>Faculty</i></b>	<b>Effective Date – 03/09/1999</b>

Centers within the College of Pharmacy constitute organizations designed to serve instructional, research, and public service missions which otherwise cannot be served. Their respective missions should enhance those of departments and the College of Pharmacy. The key ingredient of any Center formed within the College of Pharmacy is "value added." The question that must be asked is what can it do programmatically that cannot be done at least as well without it?

### **Definitions**

A "Center" provides an organizational base for scholarship in a given academic area or closely related areas. It may provide a vehicle for interdisciplinary research in a given area involving faculty and students from a variety of internal and external administrative structures. It may be involved in the offering of continuing education activities related to its area(s) of interest in conjunction with the Office of Postgraduate Continuing Education. The "Center" structure may facilitate efforts of the College of Pharmacy to obtain extramural funding in specific areas. It serves as a formalized link between the academic community and the professional community in the area(s) of focus. A "Center," however, is not an autonomous structure within the internal organization of the College of Pharmacy, it is part of the traditional administration structure of the College of Pharmacy. A "Center" is not involved in the independent offering of credit course or degree programs.

### **Administration of Centers**

Centers are administratively located within the College of Pharmacy. Center Directors will be appointed by the Dean and will report directly to the Dean.

### **Center Personnel**

Various types of personnel may be associated with a Center.

1. Faculty (tenure and non-tenure track) who have primary appointments with a University academic department (referred to as 'department faculty').
2. Faculty (non-tenure track) ('Center faculty') or professional staff ('Center staff') who have primary appointment with the Center and are employed by the Center.
3. Non-professional staff ('Center staff') who are employed by the Center.

Faculty who participate in Centers will be appointed to departments in accordance with normal appointment procedures. Search committees for new department faculty who will have Center appointments will be formed jointly of department and Center faculty.

Center faculty and staff may be hired by the Center and receive work assignments and evaluations from the Center director. Appointment of a department faculty member to a Center must be approved by the Department Head, Center Director, and the Dean.

Tenure-track faculty who participate in Centers will be appointed to departments in accordance with normal appointment procedures with the exception that search committees will be formed jointly of department and Center faculty. Both entities must agree on the employment of a new tenure-track faculty member. Non tenure-track faculty with time budgeted in a Center as well as in other units will have their promotions and merit raises managed in a manner determined at the time of appointment.

Although some portion of tenure-track faculty time may be budgeted in Center-related activity, and approved University and College of Pharmacy policies will be applied, tenure and promotion processes will be initiated through the relevant department. Merit salary recommendations for those faculty with time divided between a department and a Center will be made jointly.

Part of the time a faculty member has budgeted in a department should include formal instruction. An exception to this teaching responsibility requires the approval of the appropriate Department Head and Dean. This is to ensure that Center faculty have regular contact with the department in which tenure resides, and, in particular, with teaching.

### **Grant and Contract Procedures**

Extramural funding applications originating from a Center must be approved by the Center Director, Department Head(s), and Dean and comply with the College of Pharmacy Policy on Grants and Contracts. Grant submissions and awards will recognize the Center and department affiliation of faculty and staff. Distribution of salary and indirect costs returns will be made through policies recommended by the Executive Committee to the Dean.

### **Establishment of Centers**

#### **a. Criteria**

Establishment and maintenance of Centers must be based upon a defined program and defined policies and operating procedures. Their establishment is justified when it is clear that their respective missions support and enhance the programs of the College of Pharmacy. Even then, they must have missions which demonstrably cannot be accomplished in an efficient and effective manner by existing departments or other Centers within the College of Pharmacy.

#### **b. Proposals for creation of a Center**

Proposals must include a narrative that states Center goals and describes how they will meet the above criteria. Anticipated outcomes (targets and measures for success) of Center activities should be included in this description. Proposals



should also contain:

1. A statement of Operating Procedures and Policies. These should include a description of the structure, the responsibilities of any participating units, an advisory committee structure, and the processes for appointment or reappointment.
2. A description of the resources needed to initiate the Center, including personnel, finances, equipment, and space.
3. A description of amounts and sources of anticipated income. Anticipated financial arrangements between the Center and other units, if any, should also be described.
4. A description of the formal arrangements through which faculty will participate with the Center and the extent to which each affiliated faculty member will have his or her salary contained in its budget.
5. A list of participating faculty and their roles in the Center. Typically, these would be faculty who have worked together on precursors to the proposed Center.
6. Letters of support from affected departments in the College of Pharmacy and from other units outside the College of Pharmacy who will be participating in the Center.
7. A plan for how unavailable resources are to be acquired.
8. A description of anticipated additional staff or faculty, if any.
9. A description of the responsibilities of any participating units.

c. Procedure for creating a Center

A proposal may be originated by any interested group of faculty but prior to submission for formal review, must be submitted for recommendations and comments to the Head of those units whose faculty and staff are to be involved. The proposal will then be reviewed within the College of Pharmacy by the Executive Committee, Faculty Council and faculty for formal recommendation to the Dean. Once approved by the Dean the proposal will be routed through the Office of the Provost for action at the university level.

## **Reviews**

Established Centers must submit an annual report by June 15 of each year for review by the Executive Committee and Dean. This information will be included in the College of Pharmacy Annual Report. Newly created Centers and institutes will be reviewed during their third year of existence by a process initiated by the Dean. Following the third year review, Centers will be reviewed on a regular basis of at least once every five years. Center leadership will be evaluated at five-year intervals.

## **Recommendations for Changes or Dissolution**

Recommendations for dissolution may be made as a result of periodic review. Recommendations for dissolution will be made if a Center or institute fails to meet the substantive conditions for its establishment or does not provide the "value added"

requisite of a Center. Any such recommendations should include a statement on how affected faculty and staff will be reassigned.

Recommendations either for significant changes in the mission of or for dissolution of Centers will be forwarded by the Dean to the provost.

***Approved at Faculty Meeting  
March 4, 1999***

<b>College of Pharmacy</b>	<b>Policy Number A12-001-AP</b>
<b>Requesting a Change in 2+2 Assignment Policies and Procedures - Faculty</b>	<b>Effective Date -</b>

At the time of their admission interviews, students rank three locations (Athens, Augusta, Albany) for their third year courses and are assigned to one of these areas at the time they receive an offer of admission. Students who select either Augusta or Albany are admitted to the 2+2 program and are guaranteed that their fourth year advanced pharmacy practice experiences will be in these geographic areas. All students are expected to honor the commitments they have made in choosing their third year locations.

On rare occasions academic issues or health situations may arise which may negatively impact a student's academic success in a given geographic location. Additionally, students may have special circumstances which need to be accommodated as required by law or board of regents/University of Georgia policies. In such instances, a student may submit a petition to the Associate Dean requesting reassignment to a different geographic location during the third professional year. The following procedure will be followed:

1. By May 1 prior to the beginning of the 2+2 program, any student who wishes to be considered for reassignment to another campus must submit a written petition to the Associate Dean, which outlines the reason(s) the student wants to be reassigned.
2. The student should indicate if there is a classmate willing to take the student's third/fourth year area assignment.
3. The Associate Dean will appoint a five-member *ad hoc* committee, consisting of faculty from Athens and distant campuses, to consider the request.
4. The committee may wish to meet in person with the student to clarify information in the student's petition.
5. The committee will make a recommendation to the Association Dean, who will notify the student in writing. The decision of the committee is binding and cannot be appealed.

<b>College of Pharmacy</b>	<b>Policy Number A16-001-PT</b>
<b>Procedures for Appointment and Promotion of Academic Professionals</b>	<b>Effective Date – 12/15/2016</b>

These procedures align with the university policies and guidelines for the appointment and promotion of Academic Professionals at the University of Georgia. The Academic Professional Appointment and Promotion Unit (APAPU) in each department / unit of the college is comprised of the Academic Professional faculty, as long as a critical mass (at least 3 – see F below) is met, with the department/unit head serving as the APAPU head. An exception to this would be for academic professional faculty members appointed in the Dean’s Office. In these cases, an Associate Dean would serve as the APAPU head.

**A. General**

The appointment and promotion of Academic Professionals at the College of Pharmacy are based on the academic background and experience of the candidate as well as the program specific needs in the position. This faculty designation applies to a variety of academic assignments that call for academic background similar to a faculty member with professorial rank but which are distinctly different from professorial positions.

Examples in the College of Pharmacy include: managing instructional laboratories, student academic advising, BS Pharm Sci. Program administration, course and curriculum development and assessment.

The academic background and experience of the candidates must be relevant to position responsibilities. The positions call for graduate education and training but have responsibilities which preclude meeting criteria for progression through tenure-track faculty ranks. They support, maintain and enhance academic programs.

**B. Criteria for employment**

All provisions of Section 8.3.3.3 of the Board of Regents Policy Manual apply to the employment of Academic Professions including:

1. The positions require an appropriate terminal degree, or in rare and extraordinary circumstances, qualification on the basis of demonstrably successful related experience, which exception must be approved by the President.
2. The Academic Professional designation may not be assigned to a position where the teaching and research responsibilities total more than 50% of the total assignment.
3. The position is not a tenure-track position, and the holder is not eligible for consideration for the award of tenure, or for probationary credit toward tenure.

**C. Academic Professional Ranks**

**Academic Professional Associate**

This is an entry-level rank which normally requires completion of the terminal degree in a disciplinary area related to position responsibilities.

### **Academic Professional**

Appointment to this rank ordinarily requires completion of the appropriate terminal academic degree. It also requires significant related experience or promotion from the rank of Academic Professional Associate. Ordinarily, at least 5 years as an Academic Professional Associate would be required before promotion to the rank of Academic Professional. The quality of performance and potential for development must be recognized by peers.

### **Senior Academic Professional**

Appointment to this rank ordinarily requires the appropriate related terminal degree. It also requires evidence of superior performance in the chosen field, recognition by peers, and successful related experience. Promotion to the rank of Senior Academic Professional from the rank of Academic Professional requires at least four years at that level, evidence of superior performance and recognition by peers (whether national, regional, or local as appropriate for the position – determined by the Unit Head in collaboration with the Academic Professional).

#### **D. Appointment of Academic Professionals**

As with all faculty appointments, Academic Professional ranks must receive prior budgetary approval of the Senior Vice President of Academic Affairs and Provost prior to the initiation of a search or the identification of an individual for the position.

Recommendations for the appointment of Academic Professionals originate within a department / unit of the College. The unit head is responsible for designating a search committee and, with the search committee chair, for preparation and dissemination of position announcements in compliance with Affirmative Action guidelines and University policies and procedures.

Appointments to and Academic Professional position are recommended by the unit executive officer and approved through the typical academic administrative process (eg: department / unit head, dean, Provost and President).

No appointment is final until it has been approved by the President.

#### **E. Reappointment**

Reappointment of Academic Professionals is made yearly. Notice of reappointment and non-reappointment must be made in a timely manner consistent with Board of Regents and University of Georgia policy.

#### **F. Promotion of Academic Professionals**

After initial appointment, each candidate for promotion will be judged primarily on the basis of the quality of performance of his/her assigned responsibilities consistent with the appropriate position description and on whether or not she/he meets the criteria for the rank. The candidate

will also be expected to have made significant progress in her/his own professional area. The candidate should document significant changes to the area of their appointment through means that demonstrate innovative approaches, improvements and outcomes, including publications. Supportive documents of this progress will be appropriate for the specific position and may include such items as professional recognition, letters of recommendation, awards, service in professional associations, and service within the academic community and professional or disciplinary contributions.

Academic Professional ranks constitute a career ladder, and minimum times in rank are generally required for consideration for promotion. However, promotion is not routine. Each rank has its own promotion criteria. Thus, successful performance at one rank in and of itself does not necessarily imply having met the criteria for the next rank simply with the passage of time.

Promotion recommendations originate in the department/unit in which the individual holds his/her appointment. The typical process will be from department/unit head to dean to Provost and President for approval.

To implement the promotion process, the department/unit head will convene a faculty committee of Academic Professionals, tenured faculty, and/or senior clinical or public service faculty, at or above the rank being considered (recommend 5 but a minimum of 3). The committee will be chosen from eligible faculty in the department/unit unless insufficient numbers require selection of individuals outside the department/unit but within the College.

At a minimum, the committee will review the promotion dossier (outlined below) and conduct a vote for promotion. Based on the results of a written (secret) ballot, the committee chair will send the recommendation to the department/unit head, describing the rationale of the vote either for or against promotion. If both the committee and the department/unit head are against the promotion, then the dossier need not be forwarded. Where there is disagreement between the committee and the department/unit head, the dossier will be forwarded to the next level with a full explanation of the difference (written by the department/unit head, with an optional comment/letter from the candidate for promotion)

Preparation of the promotion dossier is the responsibility of the department/unit head and should include the following information:

1. A cover letter which describes what the candidate has accomplished and what there is about the candidate's work and expertise which warrants promotion. If the promotion also includes a change in, or an addition to, professional responsibilities, the change should be described. If a candidate's dean or department/unit head does not support the promotion, the candidate may designate a Senior Academic Professional, tenured faculty member or full-time senior non-tenure track (eg: clinical or public service track) faculty member within the department/ unit to prepare the letter. In this case the dean or department/unit head may also add a cover letter to the dossier with his/her rationale for not supporting promotion.
2. A position description. If promotion includes a change in professional responsibilities, the proposed position description should be included.

3. A vita which summarizes biographical, personal and professional data, including a Statement of Accomplishments, prepared by the applicant (no more than 12 pages). Because Academic Professional positions are so varied in responsibilities, no single vita format is appropriate. However, the initial page should include the standard education and work history. Professional contributions beyond those of the position description should be included, as should any awards, recognition, grants, etc.
4. Letters of recommendation. Depending on the nature of the candidate's responsibilities, these letters may be national, regional, and or local. There should be at least 3 and not more than 5, but each should address the substance of the candidate's accomplishments and be solicited either by the department/unit head or the committee chair, from a list of names generated by the candidate (5 given) and the department/unit head (5 given). Submitted letters must include at least 2 of the candidate's choosing.

The dean, upon receipt of a promotion recommendation, will request review by the College Promotion and Tenure committee. The dossier is forwarded with the dean's recommendation to the Provost. If the dean makes a recommendation contrary to that of the department/unit, she/he will provide a cover letter with a rationale.

The Provost will review the dossier (and may employ and appointed advisory committee in the process) and if she/he approves the promotion, forwards it to the President for final approval.

#### **G. Appeal Process**

The candidate may appeal a negative decision at the department/unit level. The appeal must be based on the perception of significant omissions or commissions in the review process, impermissible bias in the review, or procedural errors of sufficient magnitude to have precluded an objective, fair review. The appeal must be made to the next level of review and the dean may convene a committee to review the appeal and make a recommendation. The process of appeals may continue until a final decision by the President.

<b>College of Pharmacy</b>	<b>Policy Number A24-001-FC</b>
<b>Guideline for Peer Teaching Evaluation for the University of Georgia College of Pharmacy</b>	<b>Effective Date – August 6, 2024</b>



## Guideline for Peer Teaching Evaluation for the University of Georgia College of Pharmacy

### Purpose

The University of Georgia College of Pharmacy has a strong reputation in teaching excellence and prioritizes continuous improvement to ensure student learning and success. Peer evaluation of teaching is one valuable tool to demonstrate quality in teaching and provide a mechanism for *formative* feedback. This guideline applies to all Units within the College of Pharmacy.

The purpose of peer review of teaching is to provide every faculty member with constructive and supportive formative feedback through standardized assessment of teaching strengths and weaknesses. Goals of utilizing a formal peer perspective include support and recognition of teaching effectiveness and improvement, provision of meaningful and trustworthy information, as well as ensuring fairness and minimizing bias. Peers can provide advice as well as assess performance on aspects of teaching that are better assessed by peers rather than students. The ultimate goal of peer evaluation is to help us improve teaching and create an environment where teaching is valued and discussed openly. If desired, faculty may at their discretion utilize these formative evaluations within their annual evaluation and/or promotion/tenure submissions; however, this is NOT required/mandatory (see exception below). Further, the evaluators can fulfill the requirement of demonstrating ‘teaching effectiveness’ for the narrative section on the annual evaluation or for promotion and/or post-promotion review by providing service as a peer reviewer.

Herein, “faculty” refers to the instructor being evaluated while “reviewer” refers to the peer evaluator.

### Procedures

#### Frequency:

- Anytime requested by individual faculty for themselves
  - Ideally includes multiple observations and/or reviewers: either 2+ class sessions (does not need to be within the same course) and/or 2+ reviewers (does not need to be the same session or course) within the time frame denoted below.
- Recommended frequency of peer evaluation by rank:

WOS/Adjunct & Instructors	Assistant	Associate	Full
<ul style="list-style-type: none"><li>• Within first 1-2 years</li><li>• At least once every 3 years thereafter</li></ul>	<ul style="list-style-type: none"><li>• Within first 1-2 years</li><li>• At least once every 3 years thereafter until promotion to next rank</li></ul>	<ul style="list-style-type: none"><li>• Within 3 years of achieving this rank</li><li>• At least once every 5 years thereafter</li></ul>	<ul style="list-style-type: none"><li>• At least once every 5 years</li></ul>

- If a faculty member completes a formal program which includes peer teaching evaluation, such as the Lilly Teaching Fellows, this can be used in lieu of the internal process herein.
- Consideration should be given to ensuring peer teaching evaluations over time encompass all forms of teaching that the faculty member engages in, where applicable (e.g., didactic and experiential).
- May be required by Unit Head within the next 12 months or the next time the course in question is offered if one of the following:

## Guideline for Peer Teaching Evaluation for the University of Georgia College of Pharmacy

- Annual evaluation score of less than 3 in Teaching section
- Discretion of Unit Head (e.g., significant concern from a course coordinator based on observation or student voice)
- Note: if peer evaluation of teaching is required by Unit Head:
  - This evaluation may be required by the Unit Head to be utilized in the next annual evaluation (e.g., within 1-2 years depending on timing of prior formative assessment, annual evaluation, and course offering) as part of a comprehensive summative assessment due to the follow-up nature of the peer evaluation.
  - Further, if a faculty member is required to undergo peer evaluation of teaching the faculty member should work with their Unit Head and mentors to determine available or necessary training to complete before the next peer evaluation and summative annual evaluation.

### Guidance for Instructor

Faculty who desires or are instructed to pursue peer evaluation of their individual teaching should determine the class(es) desired for review and reach out to a potential peer reviewer(s) with the proposed dates. Faculty are encouraged to utilize their Unit Head to identify peer reviewers. If teaching evaluation is requested by the Unit Head, specific class session(s) and/or reviewer(s) may be pre-selected. Further, the Unit Head may create a committee to serve as blinded peer review of their faculty. If a formal letter is needed for promotion/tenure or teaching award dossier, the faculty should request this of the reviewer in advance of the review and provide any deadlines with ample notice.

The faculty shall provide the peer reviewer with the current syllabus, session content and its affiliated assessments of the students. Access to the eLC site may be utilized for internal faculty peer reviewers only due to FERPA regulations. The focus of peer reviewer evaluation of the assessments is only to ensure the faculty has written clear, accurate, and objective-focused assessments and *not* to review the number, type, or format of assessments as these are covered in curricular course review separately. The faculty may choose to provide 1-3 years of their individual student evaluation data or recent self-voice commentary, if desired.

After the peer teaching evaluation form is completed, the faculty member will add comments to the form in the specified area. At the next annual evaluation, within the self-voice section on teaching excellence, the faculty should specifically comment on the peer reviewer's affirmation of areas of excellence and/or response to any critique such as changes implemented or rationale for unchanged items.

### Guidance for Peer Evaluator

Characteristics of peer evaluators:

- Internal/external faculty member at or above the rank of the faculty being evaluated who have completed internal training
- External expert whose resume supports extensive teaching and/or speaking engagements for >5 years who have completed internal training<sup>†</sup>

## Guideline for Peer Teaching Evaluation for the University of Georgia College of Pharmacy

- The faculty member is responsible to ensure the external expert has access to necessary materials.
- If a practice site is involved, the faculty member shall ensure the evaluator has appropriate clearance, where applicable.

*The peer evaluator shall focus on the individual's teaching effectiveness. Course design, assessment strategies, and curricular related items should not be included in this assessment, as they are accomplished via curricular course review processes elsewhere.*

Peer reviewers shall:

- ✓ Be encouraging, constructive, and open-minded
- ✓ Maintain a professional and courteous attitude towards the faculty both verbally and in writing
- ✓ Maintain confidentiality regarding the evaluation and discussions with instructor or Unit Head
- ✓ Submit completed evaluation form and meet with the instructor as indicated below
- ✓ If requested, construct a formal letter which could be used for promotion/tenure and/or submission of a teaching award

### Process

*Time commitment:* The entire peer review process is estimated to take ~3-5 hours for the reviewer and ~1 hour for the instructor.

*Pre-Observation:* The peer reviewer will obtain and review the materials (e.g., syllabus, content, related assessment items) in advance of the class session. Further, each instructor and peer reviewer should briefly meet before the in-class session to review the course format and teaching strategies. This permits the faculty to provide insight into important class session features, prior/recent innovations, and point out any specific areas where input is requested.

The reviewer may wish to ask the following questions in the pre-session:

- What objectives do you anticipate covering for the class that will be observed? How do you plan to achieve these objectives?
- How do students spend their time during and outside of class and how does this facilitate student learning and attainment of other goals?
- What assignments or activities do students do to prepare and/or follow-up on this class period?
- What teaching/learning activities will take place in the classroom?
- What assessments or assignments will enable you to determine whether students have achieved what was desired in this class?
- Is there anything in particular you want me to focus on during the observation?
- What changes have you made to this course from previous semesters and why?
- What is your greatest challenge in teaching this course?

*Observation:* The reviewer must attend or view the recording of the entire class session(s) agreed upon and will complete the appropriate assessment form (see Appendices A and B).

## Guideline for Peer Teaching Evaluation for the University of Georgia College of Pharmacy

*Post-Observation:* The instructor and peer reviewer will meet for a post-class debrief where the reviewer presents their assessment highlighting areas of excellence as well as any suggestions for improvement. The peer reviewer will submit the evaluation form in writing to the instructor, who then completes the response section and sends it to the Unit Head. If a blinded committee was utilized, the Unit Head shall receive the completed rubric from the committee and provide it to the faculty for discussion by either Unit Head or a representative of the committee. The peer reviewer(s) should include their participation under the Teaching or Service component of their next annual evaluation as credit for their efforts.

### References:

1. Chism. Chapter 6: Classroom Observation. Pages 98-119.
2. Elmore L, Blair M, Edgerton L. Preceptor development strategies used in a mixed academic-community teaching hospital. *Currents in Pharmacy Teaching and Learning*. 2014; 6(1):167-173. <https://doi.org/10.1016/j.cptl.2013.09.004>
3. Trujillo JM, DiVall MV, Barr J, et al. Development of a Peer Teaching-Assessment Program and a Peer Observation and Evaluation Tool. *American Journal of Pharmaceutical Education*. 2009; 72(6): Article 147.
4. Webb J, McEnerney K. Implementing Peer Review Programs: A Twelve Step Model. *To Improve the Academy*. 1997. 396. <http://digitalcommons.unl.edu/podimproveacad/396>

## Guideline for Peer Teaching Evaluation for the University of Georgia College of Pharmacy

### Appendix A: Peer Evaluation Form for Didactic Teaching

<u>Date:</u>	Has reviewer reviewed the course syllabus, objectives, and most recent curricular review form?	<input type="checkbox"/> Y <input type="checkbox"/> N
<u>Instructor:</u>	Has the reviewer reviewed prior student evaluation scores and comments for this instructor in this course and/or met with a focus group of students?	<input type="checkbox"/> Y <input type="checkbox"/> N
<u>Observer:</u>	Did the reviewer and instructor meet prior to observation to discuss?	<input type="checkbox"/> Y <input type="checkbox"/> N
<u>Course Name and Number:</u> <u>Class Session/Content Title:</u>	Did the reviewer and instructor meet after observation to discuss the results?	<input type="checkbox"/> Y <input type="checkbox"/> N
<u>Number of students</u> (approximate): <u>Campus(es)</u> : <input type="checkbox"/> Athens <input type="checkbox"/> Augusta <input type="checkbox"/> Albany <input type="checkbox"/> Savannah <input type="checkbox"/> Other: _____	<u>Type of student(s)</u> : <input type="checkbox"/> BSPS <input type="checkbox"/> Undergraduate (not BSPS) <input type="checkbox"/> PharmD <input type="checkbox"/> Graduate/Resident	
<u>Peer-reviewer's summary of class session design</u> (including any media or materials used, active learning strategies, and assessments):  		

#### General guide for rating effectiveness of each section:

- **Needs improvement:** Most of the applicable criteria are not met and/or at least one major deficiency noted that likely impacts student learning or successful achievement of course/program outcomes
- **Satisfactory:** Most of the applicable criteria are met and no major deficiency is noted that is anticipated to impact student learning but suggested changes or improvements are provided by reviewer
- **Exceptional:** Most if not all of the applicable criteria are met and no necessary improvement is made in peer review commentary (e.g., only suggestive or minor recommendations are made)

***Reminder:*** the goal is to provide adequate instruction to enable student achievement of the goals of the class session and course objectives. All instructors have areas of improvement, which does not preclude excellence overall.

<b>TEACHING COMPETENCE AREA</b>	<b>CRITERIA</b> (if not applicable, reviewer may strike through the item)	<b>EVALUATION RATING &amp; COMMENTARY</b>
<b>Selection and Mastery of Content/Knowledge</b>	<input type="checkbox"/> Connects session objectives to prior/future courses or practice of pharmacy/industry <input type="checkbox"/> Presents adequate background information for student success <input type="checkbox"/> Exhibits command/knowledge of the content <input type="checkbox"/> Presents the up-to-date content consistent with current knowledge in the field <input type="checkbox"/> Distinguishes among facts, opinions, and practice experience	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceptional

## Guideline for Peer Teaching Evaluation for the University of Georgia College of Pharmacy

	<input type="checkbox"/> When appropriate, presents divergent viewpoints and provides explanation <input type="checkbox"/> Clearly and accurately answers questions and/or acknowledges own limitations/errors with commitment to seek out the information <input type="checkbox"/> Clearly explains difficult concepts/problems, particularly in more than one way	
<b>Organization and Expectations</b>	<input type="checkbox"/> Clearly states the learning objectives (written or verbal) which are realistic/appropriate for the student level, degree objective, and time allotted <input type="checkbox"/> Class content appropriately challenges students <input type="checkbox"/> Demonstrates clear signs of planning / is well prepared for class <input type="checkbox"/> Organized and logical flow of class session <input type="checkbox"/> Room/technology prepared before class (if applicable & within instructor control) <input type="checkbox"/> Starts and ends on time; little to no time spent on non-instructional activities	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceptional
<b>Instructional Materials and Methodology</b>	<input type="checkbox"/> Instructional materials and presentation align with learning objectives and support achievement of outcomes <input type="checkbox"/> Utilizes/references any pre-class materials <input type="checkbox"/> Materials are clear <input type="checkbox"/> Utilizes appropriate citations/references <input type="checkbox"/> Uses appropriate and appealing visual aids to engage students <input type="checkbox"/> Provides complementary resources <input type="checkbox"/> Provides summaries/main points and utilizes effective transitions <input type="checkbox"/> Utilizes instructional aids appropriately <input type="checkbox"/> Makes students a priority by being accessible/available to their needs	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceptional
<b>Assessment &amp; Feedback</b>	<input type="checkbox"/> Uses active learning and monitors/manages these exercises <input type="checkbox"/> Facilitates learner-led explanations / discussions <input type="checkbox"/> Adapts session in response to formative assessment of learning understanding <input type="checkbox"/> Provides constructive and encouraging feedback on performance or active learning discussions <input type="checkbox"/> Aligns assessments with main course content and session objectives	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceptional
<b>Communication</b>	<input type="checkbox"/> Exhibits composure, poise, and confidence <input type="checkbox"/> Models professionalism <input type="checkbox"/> Any use of humor is effective and appropriate <input type="checkbox"/> Volume, tone, diction permit ease of following the session <input type="checkbox"/> Appropriate eye contact and non-verbal communication (avoids distracting mannerisms or speech patterns / nervous habits) <input type="checkbox"/> Is engaging, responsive, and constructive in tone and content of speech <input type="checkbox"/> Demonstrates enthusiasm and excitement <input type="checkbox"/> Does not use discriminatory, dismissive, or abusive language or behaviors <input type="checkbox"/> Prompts application and provides real-world examples <input type="checkbox"/> Uses strategies to probe student existing knowledge and preconceptions	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceptional
<b>Environment</b>	<input type="checkbox"/> Engages students in higher-order thinking (analysis, critical thinking, problem solving)	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceptional

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	<input type="checkbox"/> Uses practices that increase student motivation and persistence in mastering material <input type="checkbox"/> Encourages student participation and reflection <input type="checkbox"/> Acknowledges student struggle with material and adequately addresses it as needed <input type="checkbox"/> Demonstrated flexibility in responding to student questions or concerns <input type="checkbox"/> Fosters positive and inclusive environment, treating all students equitably and respectfully <input type="checkbox"/> <input type="checkbox"/> Uses a variety of teaching strategies to address diverse learning styles, student needs, and educational backgrounds <input type="checkbox"/> Does not ignore disruptive behavior	
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### Summary of Peer Evaluation:

Areas of Excellence:	
Areas for Improvement:	
<u>Summative Evaluation of Teaching Effectiveness (if requested for teaching award or promotion/tenure process):</u>	
<ul style="list-style-type: none"><li>• If <math>\geq 3</math> above areas are rated Needs Improvement, then overall rating is Needs Improvement must be selected.</li><li>• If 1-2 areas are rated Needs Improvement, then an overall rating of Satisfactory.</li><li>• If no areas of Needs Improvement, an overall rating of Exceptional can be selected if at least 3+ areas are marked Exceptional.</li></ul>	
Overall Rating: <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceptional	

### Faculty Response:

<i>Insert Comments Here (self-reflection on areas of improvement noted and any anticipated changes to be made; denote any rebuttal if needed)...</i>
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### Appendix B: Peer Evaluation Form for Non-Didactic (Experiential, Laboratory, etc.) Teaching

<u>Date:</u>	Has reviewer reviewed the course syllabus, objectives, and any other materials provided to the student(s)?	<input type="checkbox"/> Y <input type="checkbox"/> N
<u>Instructor:</u>	Has the reviewer reviewed prior student evaluation scores and comments for this instructor in this course and/or met with a focus group of students?	<input type="checkbox"/> Y <input type="checkbox"/> N
<u>Observer:</u>	Did the reviewer and instructor meet prior to observation to discuss?	<input type="checkbox"/> Y <input type="checkbox"/> N
<u>Course Name and Number:</u>	Did the reviewer and instructor meet after observation to discuss the results?	<input type="checkbox"/> Y <input type="checkbox"/> N
<u>Number of students</u> (approximate): <u>Campus(es)</u> : <input type="checkbox"/> Athens <input type="checkbox"/> Augusta <input type="checkbox"/> Albany <input type="checkbox"/> Savannah <input type="checkbox"/> Other: _____	<u>Type of student(s)</u> : <input type="checkbox"/> BSPS <input type="checkbox"/> Undergraduate (not BSPS) <input type="checkbox"/> PharmD <input type="checkbox"/> Graduate <input type="checkbox"/> Resident or Post-Docs	
<u>Peer-reviewer's summary of class session design</u> (including any media or materials used, active learning strategies, and assessments):		

#### General guide for rating effectiveness of each section:

- **Needs improvement:** Most of the applicable criteria are not met and/or at least one major deficiency noted that likely impacts student learning or successful achievement of course/program outcomes
- **Satisfactory:** Most of the applicable criteria are met and no major deficiency is noted that is anticipated to impact student learning but suggested changes or improvements are provided by reviewer
- **Exceptional:** Most if not all of the applicable criteria are met and no necessary improvement is made in peer review commentary (e.g., only suggestive or minor recommendations are made)

**Reminder:** the goal is to provide adequate instruction to enable student achievement of the goals of the class session and course objectives. All instructors have areas of improvement, which does not preclude excellence overall.

<b>TEACHING COMPETENCE AREA</b>	<b>CRITERIA</b> (if not applicable, reviewer may strike through the item)	<b>EVALUATION RATING &amp; COMMENTARY</b>
<b>Selection and Mastery of Content/Knowledge</b>	<input type="checkbox"/> Connects experience learning objectives with prior/future courses and/or the practice of pharmacy/industry/etc. <input type="checkbox"/> Presents adequate background information for student success <input type="checkbox"/> Exhibits command/knowledge of the content <input type="checkbox"/> Presents up-to-date content consistent with current knowledge in the field <input type="checkbox"/> Distinguishes among facts, opinions, and practice experience	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceptional



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	<input type="checkbox"/> When appropriate, presents divergent viewpoints and provides explanation <input type="checkbox"/> Clearly and accurately answers questions and/or acknowledges own limitations/errors with commitment to seek out the information <input type="checkbox"/> Clearly explains difficult concepts/problems, particularly in more than one way	
<b>Organization and Expectations</b>	<input type="checkbox"/> Provides goals/objectives for the experience <input type="checkbox"/> Objectives are clear, realistic, and appropriate for the student level / degree objective <input type="checkbox"/> Experience is relevant and promotes mastery of course objectives <input type="checkbox"/> Experience appropriately challenges students <input type="checkbox"/> Demonstrates clear signs of planning / is well prepared and allots time appropriately <input type="checkbox"/> Organized and logical flow of experience <input type="checkbox"/> Instructs and follows safety protocols & PPE utilization (as appropriate)	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceptional
<b>Instructional Materials and Methodology</b>	<input type="checkbox"/> Utilizes/references the pre-class materials <input type="checkbox"/> Materials are clear <input type="checkbox"/> Utilizes appropriate citations/references/guidelines <input type="checkbox"/> Provides complementary resources <input type="checkbox"/> Provides demonstrations where appropriate <input type="checkbox"/> Materials are designed to support achievement of outcomes <input type="checkbox"/> Makes students a priority by being accessible/available to their needs	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceptional
<b>Formative Assessment / Feedback</b>	<input type="checkbox"/> Uses active learning and monitors/manages these exercises <input type="checkbox"/> Facilitates learner-led explanations / discussions <input type="checkbox"/> Provides constructive and encouraging feedback on performance, including formative assessments <input type="checkbox"/> Adapts session in response to formative assessment of learning understanding <input type="checkbox"/> Provides the goals, criteria, instructions, and expectations of assessments <input type="checkbox"/> Assessments are related to goals and objectives <input type="checkbox"/> Provides opportunity to self-assess and provide feedback to instructor	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceptional
<b>Communication</b>	<input type="checkbox"/> Exhibits composure, poise, and confidence <input type="checkbox"/> Models professionalism <input type="checkbox"/> Demonstrates enthusiasm and excitement <input type="checkbox"/> Does not use discriminatory, dismissive, or abusive language or behaviors <input type="checkbox"/> Prompts application and provides real-world examples <input type="checkbox"/> Encourages student motivation and responds to student needs by adjusting as needed <input type="checkbox"/> Uses strategies to probe student existing knowledge and preconceptions	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceptional
<b>Environment</b>	<input type="checkbox"/> Engages students in higher-order thinking (analysis, critical thinking, problem solving) skills and/or creates opportunities for student to develop reasoning skills <input type="checkbox"/> Guides students to be independent learners <input type="checkbox"/> Encourages student participation and reflection, as well as interaction among students <input type="checkbox"/> Acknowledges student struggle with material and adequately addresses it as needed <input type="checkbox"/> Demonstrated flexibility in responding to student questions or concerns	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceptional

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	<input type="checkbox"/> Fosters positive and inclusive environment, treating all students equitably/respectfully <input type="checkbox"/> Uses a variety of teaching strategies to address diverse learning styles, student needs, and educational backgrounds <input type="checkbox"/> Does not ignore disruptive behavior	
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**Summary of Peer Evaluation:**

<p>Areas of Excellence:</p>  <p>Areas for Improvement:</p>  <p><u>Summative Evaluation of Teaching Effectiveness (if requested for teaching award or promotion/tenure process):</u></p> <ul style="list-style-type: none"><li>• If <math>\geq 3</math> above areas are rated Needs Improvement, then overall rating is Needs Improvement must be selected.</li><li>• If 1-2 areas are rated Needs Improvement, then an overall rating of Satisfactory.</li><li>• If no areas of Needs Improvement, an overall rating of Exceptional can be selected if at least 3+ areas are marked Exceptional.</li></ul> <p>Overall Rating: <input type="checkbox"/> Needs Improvement   <input type="checkbox"/> Satisfactory   <input type="checkbox"/> Exceptional</p>
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**Faculty Response:**

<p><i>Insert Comments Here (self-reflection on areas of improvement noted and any anticipated changes to be made; denote any rebuttal if needed)...</i></p>
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