Clinical Track Appointment and Promotion Guidelines

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 PharmD 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
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 Clinical Faculty holding ranks equal to or superior to the recommended rank of the faculty member. If the Department has less than 5 voting members of the appropriate rank the Department Head, in consultation with the Department’s Clinical Faculty, will appoint additional members from any full-time faculty member of the Department or College (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.
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.

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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.


14. Documented effectiveness as a faculty advisor to student organizations.

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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, pharmacoeconomic 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 candidates 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 [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 stage 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.)

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