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**Guidelines for  
Appointment and Promotion  
in the Adjunct Track  
South Carolina College of Pharmacy**



## Introduction

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30 The following procedures and criteria provide a structure for appointing, evaluating and promoting  
32 adjunct members of the SCCP faculty. Evaluation of performance should be based on both quantitative  
34 and qualitative estimates of activities relevant to the candidate's work. The SCCP adjunct faculty  
contribute in the teaching and/or research programs of the college, and often provide service to the  
community and professional organizations.

## 36 CRITERIA FOR ADJUNCT FACULTY RANKS

38 **A. Adjunct Instructor.** The Adjunct Instructor rank requires demonstrated technical proficiency in  
pharmacy or a scientific field relating to SCCP research and/or teaching programs.

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The following criteria will be considered in the appointment of an Adjunct Instructor.

- 42 • Demonstrated technical proficiency in pharmacy or a scientific field relating to SCCP research  
and/or teaching programs.
- 44 • Ability and willingness to contribute to the teaching or research missions.
- 46 • Commitment to support the mission and policies of SCCP

## 48 B. Adjunct Assistant Professor

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The following criteria will be considered in the appointment of an Adjunct Assistant Professor:

- 50 • Ability and willingness to contribute to the teaching or research missions.
- 52 • Commitment to support the mission and policies of SCCP

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The following additional criteria will be considered in the appointment of an Adjunct Assistant  
54 Professor in the Department of Clinical Pharmacy and Outcome Sciences

- 56 • A combination of precepting rotations, laboratory experiences and advising / evaluating student  
presentations or research projects will be considered for individuals who participate in a variety  
of activities.
- 58 • If involved solely in experiential education, offering at least four advanced pharmacy practice  
experiences (APPEs) or three introductory pharmacy practice experiences (IPPEs) per year.  
Alternatively, if both APPEs and IPPEs are offered by the same individual, then the Adjunct  
Assistant Professor will offer **at least four** rotations (APPEs plus IPPEs) per year.
- 60 • Coordinating teaching experiences [e.g., developing and maintaining experiential site(s)  
precepted by others].
- 62 • Serving as a positive role model for student pharmacists.
- 64 • Evidence of service to SCCP and/or the pharmacy profession through past contributions and/or  
planned future contributions.
- 66 • Commitment to service by participation in professional organizations.

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## 70 C. Adjunct Associate Professor

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The rank of Adjunct Associate Professor represents the next level after Assistant Professor and is

72 appropriate for individuals with recognized national achievements in the areas of scholarship, teaching,  
74 or service or, where appropriate, professional practice missions.

The following criteria will be considered in the appointment of an Adjunct Associate Professor:

- 76 • Ability and willingness to contribute to the teaching or research missions.
- 78 • Commitment to support the mission and policies of SCCP
- 80 • A record of effective and consistent teaching activity of excellent quality or a demonstrated record of achievement in scholarship.

The following additional criteria will be considered in the appointment of an Adjunct Associate Professor in the Department of Clinical Pharmacy and Outcome Sciences

- 84 • Precepting 4 students per year through student rotations (IPPE or APPE) if applicable or participation in the curriculum (3 hours of lectures or 9 hours of precepting laboratories / Grand Rounds per year). A combination of precepting rotations, laboratory experiences and advising /  
86 evaluating student presentations or research projects will be considered for individuals who participate in a variety of activities.
- 88 • If involved solely in experiential education, offering at least four advanced pharmacy practice experiences (APPEs) or three introductory pharmacy practice experiences (IPPEs) per year. Alternatively, if both APPEs and IPPEs are offered by the same individual, then the Adjunct Associate Professor will offer **at least four** rotations (APPEs plus IPPEs) per year.

92 Although not required, factors listed below are looked upon favorably:

- 94 • Service on committees in scientific or professional organizations at the state or national level.
- 96 • Continued publication of important and original clinical, educational, outcomes and/or laboratory findings.
- 98 • Board certification, if applicable.
- An established reputation inside and outside the local institution or practice community as an authority, if applicable.

#### 100 **D. Adjunct Professor.**

102 The rank of Professor is reserved for those individuals who are clearly advanced in their areas of emphasis. Promotion (or appointment) at the rank of Adjunct Professor is based on demonstration of  
104 significant and sustained impact of the individual's work within their defined area(s) of teaching, professional practice and/or scholarship. This is typically reflected by a body of work consistent with  
106 sustained excellence that establishes a reputation of leadership that is national or international in scope.

The following criteria will be considered in the appointment of an Adjunct Professor:

- 110 • Ability and willingness to contribute to the teaching or research missions.
- 112 • Commitment to support the mission and policies of SCCP
- 114 • A clear demonstrated a record of effective and consistent teaching activity of outstanding quality **or** a demonstrated a record of outstanding achievement in the area of scholarship, through presentations and refereed publications.

The following additional criteria will be considered in the appointment of an Adjunct Professor in the Department of Clinical Pharmacy and Outcome Sciences

- Experience in precepting at least 4 students per year through student rotations (IPPE or APPE) if applicable or participating in the curriculum (3 hours of lectures or 9 hours of precepting laboratories / Grand Rounds per year). A combination of precepting rotations, laboratory experiences and advising / evaluating student presentations or research projects will be considered for individuals who participate in a variety of activities.
- If involved solely in experiential education, offering at least four advanced pharmacy practice experiences (APPEs) or three introductory pharmacy practice experiences (IPPEs) per year. Alternatively, if both APPEs and IPPEs are offered by the same individual, then the Adjunct Professor will offer **at least four** rotations (APPEs plus IPPEs) per year.
- Demonstrated leadership in national scientific or professional associations, study sections, or editorial boards.

Although not required, factors listed below are looked upon favorably.

- Board certification, if applicable.
- A record of continued and consistent achievement (e.g adoption of protocols, presentations provided to colleagues, service on practice site committees, development and management of clinical programs, peer recognition awards) as a practitioner, if applicable.
- Participation in service to the community as a health care professional.

**E. Definition of National Recognition.** In general, a requirement for promotion is demonstration of an increasing national stature of the Candidate. Examples of evidence to support a national reputation include reviewer or editorship of scientific or professional journals, awards given by national organizations or associations, election as Fellow in professional organizations, membership on journal editorial advisory boards, membership on national grant review panels, or invited presentations at national meetings or other universities.

**F. Definition of Scholarship.** SCCP has a mission of advancing healthcare through scholarship. The emphasis on scholarship defines all aspects of education, research, and clinical practice. Such scholarship is diverse but likely to span one or more of four categories: 1) Scholarship of discovery, 2) Scholarship of integration, 3) Scholarship of application, and 4) Scholarship of teaching. The **scholarship of discovery** (research) represents fundamental and applied research as it contributes to the development of new knowledge and is disseminated through publications such as peer-reviewed articles, books, and scientific presentations. The **scholarship of integration** (practice) involves contributions to the critical analysis of knowledge within disciplines and includes activities such as literature reviews, meta-analysis, and synthesis of the literature from other disciplines. The **scholarship of application** (service) applies findings generated through the scholarship of discovery and integration to the practice environment thereby strengthening the ties between academicians and practitioners. The **scholarship of teaching** contributes to development of reflective knowledge about teaching and learning. Independence and collaboration are both valued aspects of scholarship. Collaboration means that the participant brings an identifiable and significant contribution to the project without which the project could not occur. It is

156 expected that results of these scholarly activities will be published, presented and influence other  
158 investigators in that field outside of the SCCP.

160 **G. Evaluation of Scholarship.** The following criteria and guidelines are used in the evaluation of the  
162 Candidate's progress and accomplishments in Scholarship. Being consistently and effectively engaged  
164 in creative activity of high quality and significance is a basic requisite for maintaining and enhancing  
166 professional achievement of any faculty member. While a quantitative assessment provides one  
168 indication of productivity, it is recognized that exceptional quality can also be a strong indicator of  
productivity. The measures of quantity and quality of published refereed manuscripts are used as  
indicators of excellence in scholarship of the Candidate. Evaluation and publication of new and  
innovative teaching methods as well as collaborative and translational activities are encouraged. As  
described by the NIH, translational research encompasses activities in the bench-to-bedside and bedside-  
to-practice arenas

170 Publications of adjunct faculty may be comprised of original case reports and evaluative descriptions of  
172 practice and teaching innovations, as well as original research. Original reports of fundamental and  
174 applied research, evaluations of teaching and practice innovations, and original case reports are  
176 weighted more heavily than review articles, repetitive case reports, and book chapters which are, in turn,  
weighted more heavily than abstracts and monographs. The candidate's role in multi-authored  
publications should be described.

178 **H. Evaluation of Teaching/Educational Activities.** Performance in teaching is typically documented  
180 by student and/or resident- and peer-review teaching evaluations. The SCCP utilizes quantitative student  
182 evaluations as one measure of a faculty member's teaching effectiveness. However, it is recognized that  
184 while student and peer assessments are important, quality teaching can occur in the presence of less than  
186 optimal student evaluations due to class size, the elective or required nature of the course, the degree of  
188 challenge inherent in the course, and additional factors. Peer evaluations are also useful for evaluating  
effective teaching. Other elements of teaching performance include, but are not limited to, such issues as  
teaching load, service as a coordinator of team-taught courses, teaching in other curricula outside of the  
SCCP, involvement in interprofessional education, curricular development, non-traditional teaching  
within the professional degree program (e.g., mentoring honors or independent study students in a  
scholarly setting). In addition, the training of graduate students, fellows, and residents outside the  
classroom setting, as well as participation in other forms of student mentoring relationships such as  
thesis or dissertation advisory.

190 **I. Evaluation of Service.** Typically, it is expected that all adjunct faculty will contribute service to local,  
192 state, regional, national or international professional organizations. Volunteer service to the community  
194 is valued. They may also contribute to the Departments, the SCCP and the University.

196 **J. Evaluation of Practice (when applicable)** Professional practice activities will be evaluated for a  
198 Candidate involved in developing and maintaining a practice site. For the evaluation of practice  
effectiveness, the Candidate's clinical activities should be taken as a whole. Examples of evidence to  
support practice effectiveness and excellence include numeric or narrative assessment by  
administrators/managers or professional colleagues, objective assessment of patient or system well-  
being that can be attributed to the Candidate's practice, and requests for professional consultation  
200 outside of the normal practice site.

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204 **II. Process**

206 Adjunct faculty appointments in the SCCP are made by the executive dean upon the recommendation of  
208 a department chair or campus dean with a positive vote of the faculty members in the department to  
210 which the person will be appointed. The SCCP departments will set the standards for adjunct  
appointments within their department.

Promotion considerations of the Adjunct faculty will be conducted by the SCCP promotion committee.

