

APPENDIX A. CRITERIA FOR EVALUATION OF TEACHING

Items 1-6 represent minimum criteria for the rating of “Acceptable” in teaching. To achieve a rating of “Acceptable”, all applicable categories must be rated as “agree”. Item 5 is only applicable to members of the graduate faculty. Item 6 is only applicable to course and sequence coordinators.

In addition to 1-6, items 7-13 represent criteria that will be considered toward a ranking of “Excellence” or “Highest Distinction” in teaching.

Criteria <i>The faculty member:</i>	Examples of Data Sources	Notes	Rating Agree/disagree
1. employs teaching methods and methods of presentation consistent with the educational philosophy of HSOP	observation by peer review committee teaching philosophy formative peer evaluation of teaching	individual students vs. small group vs. lecture vs. laboratory, etc.	
2. employs assessments that: a. reflect the objectives of the course (or rotation, unit, activity) b. are appropriate to the objectives, content and skills being assessed	copies of assessments (i.e., test questions matched back to objectives, copies of test question format [multiple choice vs. short answer]) peer review evaluations, HSOP course reviews, IP Block debriefings		
3. speaks in a manner that is appropriate to the level of knowledge/ability of the students	observation by peer review committee; student evaluations		
4. provides up-to-date instructional materials and is knowledgeable in the area of instruction or proficient in clinical skills	copies of teaching materials; HSOP course review, Peer Review Committee, student evaluations		
5. when applicable, mentors and/or serves on Master’s thesis or doctoral dissertation committees as primary advisor or committee member	candidates dossier		
6. when applicable, faculty member coordinates the evaluation of teaching activities and provides feedback to participants in those activities	candidate’s dossier	Faculty should receive credit for conducting assessment of teaching in a course/unit in such a manner that they can and do provide constructive feedback to other faculty participating in the course/unit	

7. assumes responsibility for improving instructional and/or training programs through: a. designing/redesigning courses or units within courses based upon need b. developing new programs such as residencies and fellowships	in teaching section of FAR/dossier, formative portfolio, note innovations undertaken		
8. participates in and facilitates coursework offered by other Schools in which you have provided instruction at Auburn University or other academic institutions [elective collaborative teaching efforts beyond assigned teaching responsibilities]	teaching section of dossier, statements from peer reviewers, associate dean, Department Head or Associate Department Head, or PEC Steering	Faculty should receive credit for participating in career development and planning course/activities	
9. provides leadership in the development of teaching skills among faculty	candidate's dossier	Faculty receive credit for undertaking self development in the areas of teaching <u>and</u> sharing what they have learned with other faculty, in order to aid the overall development of teaching within the faculty	
10. develops innovative techniques or methods for instruction and assessment	presentation of materials in teaching package provided to peer review committee; authorship of educationally focused lectures, presentations, publications; in teaching section of dossier, note innovations undertaken		
11. advises and assists student organizations or students on academic probation	statement from associate dean; teaching section of dossier		
12. receives awards or honors for teaching or educational accomplishments	dossier		
13. students/residents/fellows present research conducted under the supervision of a faculty member at local/national professional or scientific meetings	papers read at scientific or professional meetings section of dossier		
Overall Impact Select one of the following: "Acceptable" "Excellence" "Highest Distinction"			

APPENDIX B. CRITERIA FOR EVALUATING RESEARCH/CREATIVE WORKS - PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR*

	ACCEPTABLE	EXCELLENCE	HIGHEST DISTINCTION
Publications	Evidence of peer-reviewed publications	Evidence of peer-reviewed publications in recognized prestigious journals in the field*	As in excellence, but with evidence of impact in research in the field
Presentations	Evidence of activity beyond state or local levels	Original work or area of expertise which is delivered as an invited presentation at the national level; invited seminars at a University	As in excellence but, in addition, invited original work or area of expertise at the international level
Grants and Contracts	Evidence of submission of extramural grant applications or securing intramural funding, of which the individual is principal investigator or co-investigator	Evidence of activity with at least one grant or contract funded by an extramural agency with a rigorous review process, of which the individual is principal investigator	As in excellence and with at least one full grant (i.e., NSF, or equivalent of other federal agencies) of a creative nature funded by an extramural agency with rigorous review process, of which individual is principal investigator
Honors and Awards	Has received a professional honor or award that confers local recognition for research/creative (i.e., scholarly) efforts	Has received a professional honor or award that confers statewide or regional recognition for research/creative (i.e., scholarly) efforts	Has received a professional honor or award which confers national or international recognition for research/creative (i.e., scholarly) efforts or has received multiple honors and/or awards at any level
Sustainability of focused research	Evidence of development of expertise and recognition in a defined area of scholarly program	Evidence consistent with his/her sustained scholarly program	Evidence of a sustainable career path recognized as a result of his/her scholarly program
Copyrighted, Patented, Licensed, or Other Works	Evidence of copyright, patent, or licensed work	Evidence of copyright, patent or licensed work with potential for regional significance	Evidence of copyright, patent, or licensed work with potential for national or international significance.

*Not all criteria are applicable to all departments within HSOP; hence evidence in each category is not required for promotion.

APPENDIX C. CRITERIA FOR EVALUATING RESEARCH/CREATIVE WORKS – PROMOTION FROM ASSOCIATE TO FULL PROFESSOR*

	ACCEPTABLE	EXCELLENCE	HIGHEST DISTINCTION
Publications	Evidence of continued activity in peer-reviewed publications	Evidence of peer-reviewed publications in recognized prestigious journals in the field*	As in excellence, but with evidence of impact in research in the field
Presentations	Evidence of continued activity beyond state or local levels	Original work or area of expertise which is delivered as an invited presentation at the national level; invited seminars at a University	As in excellence but, in addition, invited original work or area of expertise at the international level
Grants and Contracts	Evidence of submission of extramural grant applications or securing intramural and/or extramural funding, of which individual is principal investigator or co-investigator	A record of continuing extramural research support. At least one grant or contract approved by an extramural agency with a rigorous review process, of which individual is principal investigator	As in excellence and with at least one active full grant (i.e., NSF, or equivalent of other federal agencies) of a creative nature funded by an extramural agency with rigorous review process, of which individual is principal investigator
Honors and Awards	Has received a professional honor or award that confers local recognition for research/creative (i.e., scholarly) efforts	Has received a professional honor or award that confers statewide or regional recognition for research/creative (i.e., scholarly) efforts	Has received a professional honor or award which confers national or international recognition for research/creative (i.e., scholarly) efforts or has received multiple honors and/or awards at any level
Sustainability of focused research	Evidence of development of expertise and recognition in a defined area of scholarly program	Evidence consistent with his/her sustained scholarly program	Evidence of a sustainable career path recognized as a result of his/her scholarly program
Copyrighted, Patented, Licensed, or Other Works	Evidence of copyright, patent, or licensed work	Evidence of copyright, patent or licensed work with potential for regional significance	Evidence of copyright, patent, or licensed work with potential for national or international significance.

*Not all criteria are applicable to all departments within HSOP, hence evidence in each category is not required for promotion.

APPENDIX D. CRITERIA FOR EVALUATING OUTREACH – PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR

OUTREACH AREAS	The following represents examples of outreach activities and is not meant to be an exhaustive list. Thus, activities may include, but are not limited to:
Community engagement, Presentations, Publications, and Other Activities “Acceptable” Evidence of activity in <u>any</u> listed area “Excellence” Evidence of activity in > 1 of the listed areas “Highest Distinction” As in Excellence, but requires a consistent record of meritorious performance as evidenced by some form of peer review or other measurable impacts on a national/international level.	Evidence of development and maintenance of new or innovative types of pharmacy services
	Evidence that activity has had or continues to have a demonstrable effect on health care outcomes
	Evidence that activity has influenced the nature of other types of health care delivery (e.g., prescribing of physicians or medication administration by nurses) toward optimal delivery of health care
	Evidence that activity has led directly to the establishment of new standards of patient care
	Evidence of application of collaborative and translational activities within his/her daily practices and/or area of expertise that specifically improves patient care outcomes
	Evidence of participation in the development of health care policies or improvements in drug-use programs and processes (e.g., quality of service-related outcomes)
	Evidence of receiving recognition (i.e., local, regional, national, or international) in his/her area for outreach efforts
	Evidence of faculty engagement in solutions of community-based problems consistent with his/her expertise
	Reports, oral presentations, or posters to health professionals, including HSOP-sponsored CE programs, at regional, national, or international venues
	Outreach-related publications in peer-reviewed journals leading to impact on a regional, national, or international level
	Less formalized print or electronic media publications (i.e., newsletters, videos) for the lay public or healthcare professionals
	TV, radio, personal appearances and/or presentations relevant to pharmacy for the lay public, pharmaceutical sciences, or social and administrative sciences groups
	Participation in pharmacy-related community service projects
	Provision of non-HSOP lectures, teaching, or individual consultation to lay groups in areas relevant to areas of professional expertise
	Volunteer outreach clinical activities
	Participation in education or healthcare planning programs
	Serving as an expert witness or testifying at public hearings in areas relevant to professional expertise

APPENDIX E. CRITERIA FOR EVALUATING OUTREACH – PROMOTION FROM ASSOCIATE PROFESSOR TO FULL PROFESSOR

OUTREACH AREAS	The following represents examples of outreach activities and is not meant to be an exhaustive list. Thus, activities may include, but are not limited to:
<p>Community engagement, Presentations, Publications, and Other Activities</p> <p>“Acceptable” Evidence of activity in <u>any</u> listed area</p> <p>“Excellence” Evidence of activity in > 1 of the listed areas</p> <p>“Highest Distinction” As in Excellence, but requires a consistent record of meritorious performance as evidenced by some form of peer review or other measurable impacts on a national/international level.</p>	Evidence of development and maintenance of new or innovative types of pharmacy services
	Evidence that activity has had or continues to have a demonstrable effect on health care outcomes
	Evidence that activity has influenced the nature of other types of health care delivery (e.g., prescribing of physicians or medication administration by nurses) toward optimal delivery of health care
	Evidence that activity has led directly to the establishment of new standards of patient care
	Evidence of application of collaborative and translational activities within his/her daily practices and/or area of expertise that specifically improves patient care outcomes
	Evidence of participation in the development of health care policies or improvements in drug-use programs and processes (e.g., quality of service-related outcomes)
	Evidence of receiving recognition (i.e., local, regional, national, or international) in his/her area for outreach efforts
	Evidence of faculty engagement in solutions of community-based problems consistent with his/her expertise
	Reports, oral presentations, or posters to health professionals, including HSOP-sponsored CE programs, at regional, national, or international venues
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	TV, radio, personal appearances and/or presentations relevant to pharmacy for the lay public, pharmaceutical sciences, or social and administrative sciences groups
	Participation in pharmacy-related community service projects
	Provision of non-HSOP lectures, teaching, or individual consultation to lay groups in areas relevant to areas of professional expertise
	Volunteer outreach clinical activities
	Participation in education or healthcare planning programs
	Serving as an expert witness or testifying at public hearings in areas relevant to professional expertise

APPENDIX F. CRITERIA FOR EVALUATING SERVICE – PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

The following represents examples of service activities and is not meant to be an exhaustive list. Thus, activities may include, but are not limited to:		
ACCEPTABLE	EXCELLENCE	HIGHEST DISTINCTION
<p>Record of active service on standing Department, School or University Committees or Task Forces</p> <p>Record of membership in local, state or national professional associations; attendance at professional association meetings and documentation of volunteer service on committees</p>	<p>Active participation as a member of a major Department, School or University committee or as an advisor for student governance or student professional organization</p> <p>Active service on committees in local, state or national professional organizations</p> <p>Evidence of activity as a consultant with state, regional, or national professional societies, industry, governmental or regulatory agencies or groups. Examples of this may include NIH Study Sections, grant review committees, USP Committees, etc.</p>	<p>Active service as a Chairperson or provision of distinguished leadership as a member on a School/University Committee or Task Force</p> <p>Active service as an officer or Committee Chairperson in local, state, national, or international professional organizations</p> <p>Evidence of significant activity as a consultant with national professional societies, industry, governmental, regulatory or international agencies or groups. Examples of this may include NIH Study Sections, grant review committees, USP Committees, etc.</p>

APPENDIX G. CRITERIA FOR EVALUATING SERVICE – PROMOTION FROM ASSOCIATE TO FULL PROFESSOR

The following represents <u>examples</u> of service activities and is not meant to be an exhaustive list. Thus, activities may include, but are not limited to:		
ACCEPTABLE	EXCELLENCE	HIGHEST DISTINCTION
<p>Continuing record of providing input to Department, School or University Committees or Task Forces</p> <p>Continuing record of membership and service in local, state, national, or international professional organizations</p> <p>Evidence of service activity as consultant to professional colleagues outside of the University relevant to areas of expertise</p> <p>Receives awards or honors for service to the University or professional organizations</p>	<p>Evidence of continuing active participation as a member of a major Department, School or University committee or as an advisor student governance or student professional organization</p> <p>Evidence of continuing service on committees in local, state, national, or international professional organizations</p> <p>Evidence of continuing activity as a consultant with state, regional, national, or international professional societies, industry, governmental or regulatory agencies or groups. Examples of this may include NIH Study Sections, grant review committees, USP Committees, etc.</p>	<p>Evidence of continuing service as a Chairperson or provision of distinguished leadership on a School/University Committee or Task Force</p> <p>Evidence of continuing service as an officer or Committee Chairperson in local, state, national, or international professional organizations</p> <p>Evidence of significant activity as a consultant with national professional societies, industry, governmental, regulatory or international agencies or groups. Examples of this may include NIH Study Sections, grant review committees, USP Committees, etc.</p>