

**ACCREDITATION STANDARDS AND GUIDELINES FOR THE  
PROFESSIONAL PROGRAM IN PHARMACY LEADING TO THE DOCTOR  
OF PHARMACY DEGREE  
ADOPTED: JANUARY 15, 2006**

**STANDARDS FOR FACULTY AND STAFF**

*The purpose of the standards in this section is to ensure that the college or school has fair and equitable policies and procedures and capabilities to attract, develop, and retain an adequate and appropriate number of qualified faculty and staff to contribute to and achieve the mission and goals.*

**Standard No. 24: Faculty and Staff—Quantitative Factors**

**Standard No. 25: Faculty and Staff—Qualitative Factors**

**Standard No. 26: Faculty and Staff Continuing Professional Development and Performance Review**

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**Standard No. 24: Faculty and Staff—Quantitative Factors**

**The college or school must have a sufficient number of qualified full-time faculty and staff to effectively deliver and evaluate the professional degree program, while providing adequate time for faculty development, research and other scholarly activities, service, and pharmacy practice.**

**Guideline 24.1**

Within the members of the full-time faculty, there should be an appropriate mix and balance of academic titles and experience within each discipline. The full-time faculty and staff may be complemented by part-time (co-staffed or co-funded) and voluntary faculty. Voluntary faculty should have adjunct status or another appropriate academic title or defined position.

**Guideline 24.2**

The number of full-time faculty must be sufficient, without the need for a major contribution from the college or school's administrators, to ensure time for:

- effective organization and delivery of the curriculum through classroom, small group, laboratory, practice simulation, and oversight and provision of experiential education
- faculty mentoring
- student advising and mentoring
- research and other scholarly activities
- faculty development as educators and scholars
- service and pharmacy practice
- participation in college or school and university committees
- assessment and evaluation activities

In general, such a nucleus of full-time faculty should result in student-to-faculty ratios (including students in all program pathways) in line with data collected annually by the American Association of Colleges of Pharmacy for programs of similar size and mission.

**Guideline 24.3**<sup>20</sup>

The student-to-preceptor ratio for the practice experience components of the curriculum should be adequate to provide individualized instruction, guidance, and evaluative supervision, and to comply with state statutes and regulations. Important factors to be considered are the number of students each preceptor is assigned during the introductory pharmacy practice experiences and, particularly, during the advanced pharmacy practice experiences, the nature of the practice setting, and the character of instructional delivery.

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<sup>20</sup> Additional guidance is provided in Standard 14 and Appendix C.

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Guideline 24.4

Adequate staff resources, such as administrative assistants, secretaries, student services personnel, teaching assistants, laboratory technicians, and information and communication technology personnel, should be provided to allow effective operation of the college or school.

Guideline 24.5

Adequate quantitative strength of the faculty and staff should be ensured through capacity planning, as well as recruitment and retention strategies that take into account substantive program changes, retirements, potential illness, and the time needed to prepare for responsibilities in the program. All faculty should have adequate time, commensurate with their teaching experience and familiarity with the subject matter, to prepare course work before the start of a class. Practice faculty should have adequate time to develop experiential practice sites prior to student assignment.

**Standard No. 25: Faculty and Staff—Qualitative Factors**

**The college or school must have qualified faculty and staff who, individually and collectively, are committed to its mission and goals and respect their colleagues and students. Faculty must possess the required professional and academic expertise, have contemporary knowledge and abilities in current educational philosophy and techniques, and be committed to the advancement of the profession and the pursuit of research and other scholarly activities. Faculty whose responsibilities include the practice of pharmacy must satisfy all professional licensure requirements that apply to their practice. The college or school must foster the development of its faculty and staff, commensurate with their responsibilities in the program.**

Guideline 25.1

Full-time faculty should hold an earned doctoral degree appropriate to their responsibilities in the program. Faculty in the sciences should have doctoral education and, to foster scholarship and research, postdoctoral research training or equivalent experience. Pharmacy practice faculty should possess additional professional training (residency, fellowship, or equivalent experience) and either have or be working toward credentials (for example, specialty certification) relevant to their practice and teaching responsibilities. Faculty should show evidence of scholarship and publication.

Guideline 25.2

The college or school, consistent with university policies, should establish and implement a process to validate all educational and training credentials of faculty, administrators, and staff to ensure that required tasks can be reliably performed and to ensure that other criteria (criminal records, for example) have been researched and considered.

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Guideline 25.3

The college or school must ensure that policies and procedures for faculty recruitment, promotion, tenure (if applicable), and retention are established and applied in a consistent manner.

Guideline 25.4

The college or school must ensure that the faculty composition, including any contributions from internal and external relationships, encompasses the relevant disciplines within the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences to meet the education and research needs as defined by the mission statement. Faculty should provide students both content and perspectives unique to their discipline and critical to problem solving and lifelong learning. Faculty, regardless of their discipline, must have or develop a conceptual understanding of current and proposed future pharmacy practice in a variety of settings. To ensure understanding of the foundations of the curriculum and foster collaborative teaching and research, faculty should have a general awareness of the scholarship and research of their colleagues in other academic disciplines.

Guideline 25.5

The college or school should select faculty and staff in accordance with a policy that ensures nondiscrimination, as defined by state and federal statutes and regulations, on the basis of, for example, race, religion, gender, lifestyle, sexual orientation, national origin, or disability. The college or school should strive to achieve diversity in its faculty, administrators, and staff through its recruitment policies and procedures.

Guideline 25.6

To contribute to the maintenance and enhancement of practice skills of faculty, and to develop such skills in students, pharmacy practice faculty who precept pharmacy practice experiences that involve direct patient care or provide instruction related to contemporary patient care should be engaged in patient medication therapy management.

Guideline 25.7

The faculty must have the capability and continued commitment to be effective teachers. Effective teaching requires knowledge of the discipline, effective communication skills, and an understanding of pedagogy, including construction and delivery of the curriculum. Faculty should deploy educational technologies and techniques that support various modes of educational delivery (e.g., simulations and case studies) and evaluation (e.g., test construction and clinical performance assessments). Educational support systems should be provided to practitioners serving as voluntary faculty in the pharmacy practice experience component of the curriculum.

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Guideline 25.8

Faculty should generate and disseminate knowledge through scholarship. Scholarship, including the scholarship of teaching, should be evident and demonstrated by productive research and other scholarly activities, such as contributions to the scientific, professional, and educational literature; publication of books and review articles; and successes in securing extramural funding to support research and other scholarly activities. The college or school must foster an environment that encourages contributions by the faculty to the development and transmission of knowledge and should contribute to the advancement of knowledge and to the intellectual growth of students through scholarship. The college or school is encouraged to provide, or be affiliated with institutions that provide, postgraduate education and training, including accredited residency and fellowship programs.

Guideline 25.9

To support the development of professional values in students and an understanding of issues affecting the profession of pharmacy, faculty and administrators should actively participate in pharmacy professional and scientific organizations.

Guideline 25.10\*

Faculty, instructors, and teaching assistants involved in distance education should be qualified not only to provide instruction in their subject areas but should also be qualified through training or experience to manage, teach, evaluate, and grade students engaged in distance learning.

**Standard No. 26: Faculty and Staff Continuing Professional Development and Performance Review**

**The college or school must have an effective continuing professional development program for full-time, part-time, and voluntary faculty and staff consistent with their responsibilities. The college or school must review the performance of faculty and staff on a regular basis. Criteria for performance review must be commensurate with the responsibilities of the faculty and staff in the professional degree program.**

Guideline 26.1

The college or school must have or provide support for programs and activities for faculty and preceptor continuing professional development as educators, researchers, scholars, and practitioners commensurate with their responsibilities in the program.

In general, the programs and activities for full-time and part-time faculty, as well as for volunteer faculty where appropriate, should:

- support the attainment of the promotion and tenure (if applicable) requirements
- support the acquisition or enhancement of skills needed to teach diverse learners
- assist faculty in efforts to become and remain productive scholars

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- foster the achievement of new credentials
- address methods to better evaluate student achievement of the desired competencies
- provide orientation and ongoing training to faculty, instructors, and teaching assistants to help them become proficient in the use of the program's technology and educational methodologies
- provide strategies to develop consistent socialization, leadership, and professionalism in students throughout the curriculum
- be mandatory for first-time preceptors prior to the precepting of students
- include attendance at relevant professional meetings
- encourage faculty to become involved in professional organizations and continuing education programs and conferences, within and outside the college or school
- encourage continuing professional development by faculty and students
- provide opportunities for faculty-to-faculty mentoring
- ensure an understanding of ACPE's accreditation standards, guidelines, policies, and procedures to assist the dean in ensuring compliance

In addition, programs and activities for volunteer preceptors should support their professional development.

Guideline 26.2

The faculty and staff evaluation process should be annual, involve self-assessment, and include appropriate input from peers, supervisors, and students. The use of self-assessment and improvement tools, such as portfolios, by faculty and staff is encouraged.

Guideline 26.3

In general and commensurate with their responsibilities in the program, all faculty should be evaluated as to their:

- teaching abilities, communication skills, and effectiveness related to pharmacy education
- generation and dissemination of knowledge through research and other scholarly activities, including publications
- commitment to personal continuing professional development
- patient care activities
- contributions to the advancement and promotion of the profession of pharmacy
- contributions toward advancement of the professional development of students
- contribution and collegiality in support of achievement of the college or school's mission and goals
- service contributions to the program and the community at large

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Guideline 26.4

Evidence of the effectiveness of continuing professional development of faculty, as appropriate to their responsibilities in the program, should include:

- evaluation of education, research and other scholarly activities, and practice responsibilities
- development and evaluation of innovative education, research and other scholarly activity, and practice models
- participation in professional and scholarly meetings
- presentation of scholarly work
- service as an officer or committee member of school or college and external organizations
- presentation of continuing education programs
- other endeavors that promote the profession of pharmacy to society

Guideline 26.5

All staff should be evaluated, commensurate with their responsibilities, as to their:

- competence in support of administrators, faculty, preceptors, students, alumni and other stakeholders
- commitment to continuing knowledge and skills development
- collegiality in support of achievement of the mission
- service contributions to the program and the community at large

Guideline 26.6

The faculty evaluation process should recognize and value faculty members who contribute to the professional development of students through such activities as academic advising, career pathway counseling, and student organization advising.

Guideline 26.7

The periodic review of the dean and other administrative leaders of the college or school should include input from administrators, faculty, students, and preceptors.