This document delineates the expectations for tenure-track and non-tenure-track faculty positions within the Purdue University Department of Pharmacy Practice. The purpose of this document is to provide a general approach to guide faculty in their academic career trajectories and to assist faculty in balancing their activities and efforts so as to meet their obligations to the School. While conformity with these recommendations is likely to facilitate faculty in achieving merit and promotion, these guidelines should not be viewed as synonymous with the criteria for appointment and promotion, as described in the University Faculty Handbook.

Why have explicit expectations?

The goal of the Expectations for Faculty and Procedures for Annual Assessment document is to provide faculty guidance with respect to allocation of time and areas of productivity. This will benefit our current faculty members as well as faculty recruits, by reducing ambiguity surrounding annual and long-term expectations, but also will benefit the Department and the School in their collective efforts toward achieving preeminence. While the document attempted to accommodate the many, varied faculty roles in our Department, it does not capture the intricacies of each individual position nor the inherent variations based on rank. Some faculty may have extraordinary achievements or service components that are not adequately addressed by any guideline—while these are important efforts and will be acknowledged accordingly, these cannot deter from the general expectations of each faculty member. The basic tenets are consistent throughout the Department, in that all positions must be characterized by excellence in the areas of learning, discovery/scholarship, and engagement.

General expectations of faculty

All members of the Department of Pharmacy Practice are expected to be involved in learning, discovery/scholarship, and engagement. While the level of involvement in each may vary, all faculty members are expected to maintain involvement in learning programs to a minimum level of 20% effort, except during periods of career development awards, during the first year of appointment, during the period of an approved sabbatical, or as agreed upon with the Department Head based upon success in obtaining extramural funding and Departmental/School/College/University needs. It is also expected that the typical faculty member will serve as a preceptor for students’ experiential training and/or as an advisor/mentor for graduate students and/or postdoctoral scholars. All faculty members are expected to provide a level of service commensurate with their rank and responsibilities, including engagement in host organizations. In general, all faculty members will provide service to at least one College, School, Departmental, or institutional or professional organization committee per year. Faculty at the rank of Associate Professor or higher will be expected to be available to chair a College, School, or Departmental committee at least once every three years. It is expected that faculty at
the rank of Associate Professor or higher will be engaged in some form of professional engagement at the national level.

**Normative estimations of effort allocation**, which are subject to modification at the discretion of the Head, are as follows:

- **Tenure-track positions**: 30% Learning, 45% Discovery, 25% Engagement
- **Non-tenure-track positions**: 45% Learning, 10% Scholarship, 45% Engagement

### General Expectations for Faculty Performance

**Tenure-Track Positions:**

- At least 1 active extramural grant or contract (e.g., Indiana State Medicaid, Wishard Health Services electronic data system, etc.). Any faculty member not possessing at least one active grant/contract will submit at least one multi-year application or two single-year applications per year.
- Author and/or presenter for at least 2 oral and/or poster presentations at national/international meetings; at least one of these must be as primary and/or senior author on the work. The presentations may be a combination of abstracts and/or invited presentations.
- At least 2 peer-reviewed publications (research paper, review article, case report, book chapter, or book); at least one of these should be as first author, senior author, and/or corresponding author on the work. In instances where a faculty member is a significant contributor, but not the first or senior author, their role should be described in their annual report. Reviewed abstracts, even if published, do not qualify as a peer-reviewed publication.
- Didactic teaching requirements: Teaching in and/or coordinating at least 1 core course within the professional degree program or graduate curriculum.
- Nondidactic teaching requirements:
  1. Faculty who precept students in a direct patient care setting: 12 APPE clerkship student blocks.
  2. Faculty who precept students in academic or other non-patient care settings: An equivalent of 12 APPE clerkship blocks. Equivalents include: (a) APPE students, (b) Second professional year IPPE students, and/or (c) graduate students. APPE clerkship assignments for faculty in academic or non-patient care settings may vary, depending on rotation availability and program needs.
- Service on at least 1 committee within the University, School, or Department.
- Service on at least 1 national or international scientific/professional committee or organization (includes grant review panels).

**Non-Tenure-Track Positions:**

- Author and/or presenter for at least 1 oral or poster presentation at regional/state/national/international meetings. These may be abstracts and/or invited presentations.
- At least 1 peer-reviewed publication (e.g., a research paper, review article, case report, book chapter, or book) or two non-peer-reviewed publications (e.g., a book chapter or a written or web-based continuing education program).
- Didactic teaching requirements: Teaching in and/or coordinating at least 1 core course within the professional degree program or graduate curriculum.
- Nondidactic teaching requirements:
  1. Faculty who precept students in a direct patient care setting: 16 APPE clerkship student blocks.
  2. Faculty who precept students in academic or other non-patient care settings: An equivalent of 16 APPE clerkship blocks. Equivalents include: (a) APPE students, (b) Second professional year IPPE students, and/or (c) graduate students. APPE clerkship assignments for faculty in academic or non-patient care settings may vary depending on rotation availability and program needs.
  3. The equivalent of 8 APPE clerkship blocks for Program Directors.
- Service on at least 1 committee within the Department, University, a regional, state, national or international scientific/professional organization, or host institution.

**DEVELOPMENT OF ANNUAL GOALS**

By January 15 of each calendar year, faculty will submit to the Department Head an annual review, which will summarize a 12-month period, along with a list of measurable professional goals for the next year, proposed effort allocations for learning, discovery/scholarship, and engagement for the next year, and a current copy of the faculty member’s curriculum vitae. The content of the annual report is as follows:

1. **Discovery/scholarship** – Discovery/scholarship activities are expected to be conducted, as broadly defined.
   
   Include research funding, **number** of publications/citations in peer-reviewed publications, national/international recognition for signature area initiatives, and interdisciplinary research initiatives.

2. **Learning** – Learning includes didactic or nondidactic education and training of undergraduate students, professional students, graduate students, postgraduate residents, and fellows. Learning also encompasses formal or informal mentorship of fellow faculty members.
   
   - Include by course number: lecture hours, Integrated Lab contact hours, **number** of clerkship students precepted.
   - List the names of graduate students, residents, and fellows for which you have direct responsibility (e.g., as primary advisor).
   - List the student names and project titles of Pharm.D. projects for which you serve as the primary faculty advisor.
• List the names of graduate students for which you serve as a member of the thesis or dissertation committee.

• List the student names and titles or one-phrase descriptions of each IPPE activity for which you served as the primary mentor or preceptor.

3. **Engagement** – Engagement, as defined in the School’s Strategic Plan and the academic unit’s promotion guidelines, includes activities that address the needs of society. The engagement must provide value to the University, School, and/or the academic unit. Examples include: (a) actively participate in patient-care practice (b) development of partnerships with corporate constituents to advance ongoing research and educational initiatives, (c) expansion of interdisciplinary initiatives that improve quality of life, (d) collaborations with health-care providers to advance the practice of pharmacy, (e) efforts to enhance existing partnerships (e.g., Wishard Health Services) to augment patient care needs, expand experiential learning sites, and strengthen the relationship between the School of Pharmacy and a practice site, and (e) efforts to educate, retain, and retrain the workforce in targeted fields and advance pharmacy practice worldwide through continuing education, certificate and academic degree programs, and other lifelong learning opportunities.

4. **Citizenship** – Citizenship, while not mutually exclusive from other categories of assessment, involves performance of tasks necessary for the smooth functioning of the academic unit and the School. The proper performance of these tasks leads to enhanced learning and research environment for students and an improved morale for faculty and staff. Often, citizenship is exemplified by faculty who go “above and beyond the call of duty” when needed. Examples include, but are not limited to, serving as a faculty advisor for a student organization, volunteering to oversee more PharmD projects than the average faculty member, helping fellow faculty and staff with computer networking difficulties when needed, assisting with integrated labs when requests are made for faculty participation, conducting admissions interviews although not a member of the admissions committee, providing an external review of a colleague’s grant application, attending key school and student events, assisting with student assessments (e.g., oral and poster presentations, patient simulations), recruitment of graduate students and new faculty, attending seminars and participating in oral defenses, and facilitating student involvement at a weekend health fair.

5. **Administration** – Individuals with administrative responsibilities are expected to set administrative goals to be achieved during each academic year. The achievement of these goals will be evaluated by the direct supervisor of the administrator. The level of administration may, at the discretion of the Head, result in deviations from the normative estimations of effort allocation for learning, discovery/scholarship, and engagement.
6. **Awards/Recognitions** – (Note: this does **not** include research funding)
   Award recognition/name:
   Award recognition/type:
   Internal to Purdue:
   External to Purdue:
   If the award is external, please identify the granting agency, institution, or organization:
   Description of award/recognition:
   Select the appropriate strategic planning category:
   - Discovery/scholarship
   - Learning
   - Engagement
   - Overarching (if more than one category)

7. **Teamwork** – Interdisciplinary collaboration, both within and outside of the School, is expected of all faculty. Please provide information documenting your role as a team player within the Department of Pharmacy Practice, College of Pharmacy, Nursing, and Health Sciences, and the University as a whole. Additionally, describe your teamwork and collaboration in the areas of learning, discovery/scholarship, and engagement.

In some cases, such as for (a) incoming junior faculty, (b) part-time faculty, and (c) faculty with significant time allocation toward pharmacy practice contracts, the annual criteria might be altered at the discretion of the Department Head. General recommendations for faculty who fall under these categories are provided below.

(a) **Incoming junior faculty**: Because of the transition process, incoming junior faculty might not meet each of the annual expectations in their first year, and this will be considered at the time of review. These faculty are advised to document (in their annual report) progress toward each goal, such as collaborations established, course syllabi under development, publications in preparation, or abstracts/manuscripts submitted.

(b) **Faculty employed in part-time positions**: In general, the expectations for part-time faculty will be proportional to their percent effort—e.g., a faculty member who works half-time will be expected to achieve the full-time criteria over a period of two years.

(c) **Faculty with pharmacy practice contracts**: Because grant funding is a key component when being considered by the University for promotion, practice-related contracts cannot be viewed as synonymous with grant funding. Tenure-track faculty who allocate a significant proportion of their time toward pharmacy service contracts and perceive difficulty in meeting funding expectations are encouraged to meet with the Department Head to obtain individualized guidance.

Finally, it should be noted that although faculty are expected to submit a 12-month summary for their annual assessment, the Department Head will supplement the review of this document with the faculty member’s curriculum vitae, thereby enabling...
examination of trends in progress over time. After receipt of the annual review and professional goals, the Department Head will meet with each faculty member to reach consensus on the merits of achievements and the goals for the coming year. In addition, all faculty will receive a summary report that aggregates data across faculty within the Department.