**Minimum Expectations for Faculty and Procedures for Annual Assessment
Department of Pharmacy Practice**

Assessment Section I. Introduction

This document delineates the minimum expectations for tenure-track and non-tenure-track faculty members within the Purdue University Department of Pharmacy Practice. The purpose of this document is to guide faculty members in balancing activities and efforts so as to meet their obligations to the College. Conformity with these recommendations is likely to facilitate faculty members in achieving merit. While promotion and/or tenure is related to the achievement of annual assessment expectations, meeting annual expectations does not necessarily guarantee promotion and/or tenure.

The goal of this document is to reduce ambiguity surrounding annual and long-term expectations and benefit the Department and the College in their collective efforts toward achieving preeminence. While the document attempts 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.

General expectations of PHPR faculty members
All members of the Department of Pharmacy Practice are expected to be involved in learning, discovery/scholarship, and engagement which will be assessed annually each January, based on activities carried out during the previous calendar year. Faculty are expected to maintain involvement in each area based on their respective track (tenure/clinical) as well as their current rank (assistant/associate/full). This document outlines key metrics that can be used to allow faculty members to evaluate individual performance levels. It is important to recognize that target expectations may vary given individual circumstances, and that each faculty member will work with the Department Head to determine an individualized plan to address any discrepancies.

Teaching/Learning/Precepting/Mentoring
Faculty are expected to teach in professional skills laboratories and in the core undergraduate, professional or graduate curriculum. Faculty involvement in elective courses is also encouraged as part of their individualized plan. 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 undergraduate/professional/graduate students and/or postdoctoral residents and fellows.

It is recognized that mentorship can take many different forms, but evidence of mentoring activities should be adequately documented on an annual basis. Examples of a variety of mentoring activities that pertain to undergraduate and professional students, graduate students and post-doctoral trainees are included in Appendix 1 (Tenure Track Faculty Annual Expectations Guidelines) and Appendix 2 (Clinical Track Faculty Annual Expectations Guidelines) as well as evidence for appropriate documentation of these activities. Additional avenues of mentoring are encouraged and will be considered as part of each faculty member's

individualized plan. Other activities that may contribute to involvement in learning include course coordination, content development and recognition of quality teaching.

Engagement
All faculty members are expected to provide a level of engagement commensurate with their rank and responsibilities. In general, all faculty members will be expected to provide College/University service by serving on at least one University, College, or Departmental committee per year. Faculty members at the rank of Associate Professor/Clinical Associate Professor or higher will be expected to be available to chair a College or Departmental committee at least once every three years. Faculty will show evidence of progressive involvement in external professional engagement at the state/national/international level, with expectations based on current rank. Additional avenues of faculty engagement such as involvements with external companies, outside engagement activities with constituents or programs outside of the college are encouraged and will be considered as part of each faculty member's individualized plan.

Discovery/Scholarship
Faculty involvement in discovery/scholarship is an expected contribution of effort across all tracks and ranks. Discovery/scholarship may take on a variety of forms, but ultimately should result in the dissemination of information to constituents with potential implications in the faculty member's field of discipline. Grants/contracts, peer reviewed publications and educational materials, oral or poster presentations at local/state/national/international meetings may contribute to the expectations for discovery/scholarship. Scholarship of teaching and learning (SoTL) and scholarship of engagement are areas of faculty involvement that will be considered in this category. Please refer to the University guide for documenting, evaluating, and recognizing engaged scholarship for additional information in this area which can be found at https://www.purdue.edu/engagement/wp-content/uploads/2021/09/The-Guide-Documenting-Evaluating-and-Recognizing-Engaged-Scholarship.pdf.

Expected Allocations
Normative estimations of effort allocation, which may be subject to modification at the discretion of the Head, are as follows:

        Tenure-track positions: 30% Learning, 60% Discovery, 10% Engagement
        Non-tenure-track positions: 40% Learning, 10% Discovery, 50% Engagement

Appendix 1 (Tenure Track Faculty Annual Expectations Guidelines) and Appendix 2 (Clinical Track Faculty Annual Expectations Guidelines) provide a review of various aspects of learning, engagement and discovery and departmental expectations across a 5-category evaluation scale. These appendices provide benchmark expectations for annual review and merit discussions and will serve as guidelines for faculty when planning participation in the 3 primary expectation categories. As stated previously, if faculty workload in any area differs from the expectations, this will be addressed as part of the individual plan developed in conjunction with the Department Head.

Adjustments to Expectations
Exceptions to these expected allocations of effort for an individual faculty member may be necessary. Examples include faculty members in their first year of appointment or during periods of career development awards, approved sabbatical, medical or other extended leave, or as agreed upon with the Department Head based upon Departmental/College/University needs. Other adjustments may be required for faculty who hold a part time appointment, faculty with significant time allocation toward pharmacy practice contracts and faculty with administrative responsibilities. If a faculty member's involvement is different from the outlined normative expectations, the Department Head, along with the faculty member, will agree upon and document differences in expectations at the annual performance review which will be included in the faculty member's individual plan.

Annual review
Faculty members are expected to submit a summary of their activities in the areas of learning, engagement and discovery for annual assessment, as well as a list of professional goals. These reports, along with the faculty member's curriculum vitae will be reviewed to evaluate trends and progress over time. After reviewing the reports, the Department Head will meet with each faculty member to evaluate merit achievements for the previous year, as well as discuss professional goals and plans for the upcoming year. The Department Head will provide written feedback on each faculty member's performance in accordance with University standard S-4, which can be found at https://www.purdue.edu/policies/academic-research-affairs/s4.html.

Appendix 1. Tenure Track Faculty Annual Expectations Guidelines

LEARNING at 30% effort	Definitions				
	Greatly Below Expectations	**Below Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Greatly Exceeds Expectations**
Classroom	<10 hours in core* lecture and/or lab	11-19 hours in core* lecture and/or lab	20-40 hours in core* lecture and/or lab	41-70 hours in core* lecture and/or lab	>70 hours in core* lecture and/or lab
Precepting/ Mentoring	<6 equivalents of mentoring graduate students, professional students / fellows / residents, and/or**experiential student blocks	6-11 equivalents of mentoring graduate students, professional students / fellows / residents, and/or**experiential student blocks	12 equivalents of mentoring graduate students, professional students / fellows / residents, and/or**experiential student blocks	13-18 equivalents of mentoring graduate students, professional students / fellows / residents, and/or**experiential student blocks	>18 equivalents of mentoring graduate students, professional students / fellows / residents, and/or**experiential student blocks
Other/ Ancillary	Faculty evaluation of learning may also be influenced by other factors such as teaching evaluations, coordination roles, director roles, content development roles, teaching awards, or other activities that impact faculty time and efforts in this area. Contribution of these factors will be left to the discretion of the Department Head as part of the annual faculty evaluation. Expectations will be adjusted based on faculty percent effort.				

Core refers to professional courses (including IPE and PSL), BSPS courses, nuclear, and graduate courses. Other classroom teaching experiences, including elective and non-university based coursed may be considered as part of each faculty member's individualized plan.

**Faculty involvement in other precepting roles as equivalent are listed in the table below. Other precepting/ mentoring roles will be considered based on discussions with the Department Head and additional examples are listed at the end of this document.

Role	APPE Equivalent
Major Professor	6 APPE blocks per student/per year
Graduate committee member	2 APPE block per student/per year
Resident/Fellow preceptor	1 APPE block per trainee/per month
Resident/Fellow project preceptor	1 APPE block per trainee/per semester (Fall, Spring Summer)
PharmD student research	1 APPE block per student/per semester (Fall, Spring Summer)
Annual Performance Evaluations	1 APPE block per APE cohort
Faculty Advisor for student organizations	1 APPE block per organization/per year
Faculty mentoring	1 APPE block per faculty/per year

ENGAGEMENT at 10% effort	Definitions				
	Greatly Below Expectations	**Below Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Greatly Exceeds Expectations**
Internal		Serve: 0 College / University, Departmental or Clinical Site Committees	Serve or Lead: 1 College / University or Departmental Committee **OR** 1 Clinical Site Committee	Lead: 1 College / University or Departmental Committee OR 1 Clinical Site Committee **AND** serve on 1-2 College / University or Departmental Committee OR 1 Clinical Site Committee **OR** Serve on 3 committees from a combination of College / University, Departmental, or Clinical Site Committees	Lead: 1 College / University or Departmental or 1 Clinical Site Committee **AND** serve on: 3+ additional College / University, Departmental or Clinical Site Committees
External		Serve: 0 state/national/ international committee/task force/advisory group, editorial board or as a reviewer for programs (e.g. site survey, accreditation, grants/abstracts)	Serve or Lead: 1 state/national/ international committee/task force/advisory group, editorial board or as a reviewer for programs	Lead: 1 state/national/ international committee/task force/advisory group, editorial board or as a reviewer for programs **AND** serve on: 1-2 other state/national/	Lead: 1 state/national/ international committee/task force/advisory group, editorial board or as a reviewer for programs **AND** serve on: 3+ other state/national/

				international committee **OR** Serve on 3 state/national/ international committees	international committees
Other/ Ancillary	Faculty evaluation of engagement may be influenced by other factors such as service vs. leadership roles, administrative roles, type of leadership roles (appointed/elected), clinical practice impact/innovation, and level of engagement based on rank and time in rank. Expectations will be adjusted based on faculty percent effort.				

SCHOLARSHIP* at 60% effort	Definitions				
	Greatly Below Expectations	**Below Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Greatly Exceeds Expectations**
Grants	0 active extramural grants/contracts **AND** no grant applications submitted	0 active extramural grants/contracts with NO salary support **OR** 1 grant application submitted with at least partial salary support.	1 active extramural grant/contract with with at least partial salary support **OR** 1 active extramural grant/contract with NO salary support **plus** 1 grant application submitted with at least partial salary support, **OR** 2 grant applications submitted with at least partial salary support	2 active extramural grants/contracts as with at least partial salary support, OR 1 active extramural grant/contract with with at least partial salary support **plus** funding to support a graduate student / post-doc fellow	2 or more active extramural grants/contracts as with at least partial salary support **plus** funding to support a graduate student / post-doc fellow
Publications	0 peer-reviewed publications submitted	1 peer reviewed publication (in print or e-pub) **OR** 2 peer-reviewed publications, none as first or senior author	2 peer-reviewed publications (in print or e-pub) **AND** at least 1 as first or senior author	3-4 peer-reviewed publications (in print or e-pub) **AND** at least 1 as first or senior author	>4 peer-reviewed publications (in print or e-pub) **AND** at least 1 as first or senior author
Presentations	0 oral and/or poster presentations at national/international meetings	1 oral and/or poster presentations at national/international meetings **OR** 2 presentations, none as first or senior author	Author and/or present 2 oral and/or poster presentations at national/international meetings **AND** at least 1 as first or senior author	Author and/or present 3-4 oral and/or poster presentations at national/international meetings **AND** at least 1 as first or senior author	Author and/or present >4 oral and/or poster presentations at national/international meetings **AND** at least 1 as first or senior author
Other/ Ancillary	Faculty evaluation of discovery may be influenced by other factors such as types of publications and journals, the types and funding amount of grants received or submitted (if any), research awards, and presentations/posters presented. Expectations will be adjusted based on faculty percent effort.				

*Various forms of scholarship defined[1]
Scholarship of Discovery - The creation of new knowledge, rooted in the conviction that discipline investigative efforts

within the academy are strengthened.
Scholarship of Integration *- Giving meaning to isolated facts and putting them into perspective. This form of scholarship also means interpretation, fitting one's research, and/or the research of others, into larger intellectual patterns.*
Scholarship of Application *- This form of scholarship begs the question, "how can knowledge be responsibly applied to consequential problems? How can this knowledge be useful to individuals as well as institutions? To be considered scholarship, service activities must be tied directly to one's special field of knowledge and relate to, and flow directly out of, this professional activity.*
Scholarship of Teaching *- Pedagogical creativity, innovation, and research that culminates in student learning.*

[1]*Boyer EL. Scholarship Reconsidered. Priorities of the Professoriate. The Carnegie Foundation for the Advancement of Teaching, Princeton NJ, 1990*

Guidelines for Evidence of Mentoring

Students	Activity	Evidence
Undergraduate and Professional Students	Mentorship through undergraduate / Pharm.D. research experiences	1. Document research experiences provided to undergraduate/professional students 2. Document co-authorship of students on publications, abstracts, poster presentations, etc. 3. Document participation in summer undergraduate research programs, longitudinal research projects 4. Document support of student travel to professional meetings
	Formal/informal mentorship arrangements (e.g., students who seek out career advice or other mentorship) (note: this should reflect a sustained mentoring relationship with a student, not single one-time meetings)	1. Document names of mentees, duration of mentor/mentee relationship, frequency of interactions 2. Describe details of mentor-mentee relationship (e.g., career planning, CV review, feedback on professional development, provision of letters of recommendation)
	Mentorship through special projects / activities and student organizations (e.g., "clinical skills competitions", etc.)	1. Document faculty advising in student projects/activities 2. Document role(s) as an advisor for student organizations, etc. 3. Document co-authorship of students on publications, student participation in projects, abstracts, poster presentations, etc. 4. Document support of student travel to professional meetings
	Mentorship through experiential teaching / didactic classroom interactions	1. Document special assistance offered to students in classroom and on experiential training – help sessions, student meeting, study guides, online resources, etc. • these should demonstrate mentorship beyond routine student-faculty interactions (e.g., individual feedback, mentorship that persists beyond the duration of the course, progresses to a continued mentoring relationship, etc.)
Graduate Students	Mentorship through graduate student advising	1. List graduate students past and present pursuing/earning MS and/or PhD degrees 2. List service on graduate student advisory committees 3. List supported attendance and presentations at national / international conferences 4. Document co-authorship on publications, abstracts, poster presentations, etc. 5. Describe professional development activities supported and other steps taken to advise students outside the scope of coursework and thesis research (e.g., journal club, career planning, preparing for interviews, grantsmanship, etc.)

Postdoctoral Trainees	Mentorship through supervising post -Pharm.D. residents	1. List residents supervised (note if program director or preceptor) 2. List residency mentoring activities – seminar, grand rounds, journal clubs, etc. 3. List participation on resident research projects 4. Document co-authorship on publications, abstracts, poster presentations 5. List supported attendance and presentations at national / international conferences 6. Document professional development activities supported 7. Describe other steps taken to advise residents (e.g., career planning, preparing for interviews, preparing for Board Certification, etc.)
	Mentorship through training post-doctoral fellows	1. List postdoctoral fellows supervised (note if program director or preceptor) 2. Document co-authorship on publications, abstracts, poster presentations 3. List supported attendance and presentations at national / international conferences 4. Document professional development activities supported 5. Describe other steps taken to advise and mentor fellows (e.g., journal clubs, career planning, preparing for interviews, grantsmanship, etc.)

Appendix 2. Clinical Track Faculty Annual Expectations Guidelines

LEARNING at 40% effort	Definitions				
	Greatly Below Expectations	**Below Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Greatly Exceeds Expectations**
Classroom	<10 hours in core* lecture and/or lab	11-19 hours in core* lecture and/or lab	20-40 hours in core* lecture and/or lab	41-70 hours in core* lecture and/or lab	>70 hours in core* lecture and/or lab
Precepting / Mentoring	<8 experiential student blocks or equivalent mentoring of graduate students / professional students / fellows / residents**	8-15 experiential student blocks or equivalent mentoring of graduate students / professional students / fellows / residents**	16 experiential student blocks or equivalent mentoring of graduate students / professional students / fellows / residents**	16-20 experiential student blocks or equivalent mentoring of graduate students / professional students / fellows / residents**	>20 experiential student blocks or equivalent mentoring of graduate students / professional students / fellows / residents**
Other/ Ancillary	Faculty evaluation of learning may also be influenced by other factors such as teaching evaluations, coordination roles, content development roles, teaching awards, or other activities that impact faculty time and efforts in this area. Contribution of these factors will be left to the discretion of the Department Head as part of the annual faculty evaluation. Expectations will be adjusted based on faculty percent effort.				

Core refers to professional courses (including IPE and PSL), BSPS courses, nuclear, and graduate courses. Other classroom teaching experiences, including elective and non-university based coursed may be considered as part of each faculty member's individualized plan.

Faculty involvement in other precepting roles as equivalent are list in the table below. Other precepting/ mentoring roles will be considered based on discussions with the Department Head and additional examples are listed at the end of this document.

Role	APPE Equivalent
Major Professor	6 APPE blocks per student/per year
Graduate committee member	2 APPE block per student/per year
Resident/Fellow preceptor	1 APPE block per trainee/per month
Resident/Fellow project preceptor	1 APPE block per trainee/per semester (Fall, Spring Summer)
PharmD student research	1 APPE block per student/per semester (Fall, Spring Summer)
Annual Performance Evaluations	1 APPE block per APE cohort
Faculty Advisor for student organizations	1 APPE block per organization/per year

Faculty mentoring	1 APPE block per faculty/per year

ENGAGEMENT at 50% effort		Definitions			
	Greatly Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	Greatly Exceeds Expectations
Internal		Serve: 0 College / University, Departmental or Clinical Site Committees	Serve or Lead: 1 College / University or Departmental Committee **OR** 1 Clinical Site Committee	Lead: 1 College / University or Departmental Committee OR 1 Clinical Site Committee **AND** serve on 1-2 College / University or Departmental Committee OR 1 Clinical Site Committee **OR** Serve on 3 committees from a combination of College / University, Departmental, or Clinical Site Committees	Lead: 1 College / University or Departmental or 1 Clinical Site Committee **AND** serve on: 3+ additional College / University, Departmental or Clinical Site Committees
External		Serve: 0 state/national/ international committee/task force/advisory group, editorial board or as a reviewer for programs (e.g. site survey, accreditation, grants/abstracts)	Serve or Lead: 1 state/national/ international committee/task force/advisory group, editorial board or as a reviewer for programs	Lead: 1 state/national/ international committee/task force/advisory group, editorial board or as a reviewer for programs **AND** serve on: 1-2 other state/national/	Lead: 1 state/national/ international committee/task force/advisory group, editorial board or as a reviewer for programs **AND** serve on: 3+ other state/national/ international committees

				international committee **OR** Serve on 3 state/national/ international committees	
Clinical	Faculty evaluation of engagement may be influenced by factors such as feedback from clinical site staff/supervisors, types of service(s) provided, and patient load.				
Other/ Ancillary	Faculty evaluation of engagement may be influenced by other factors such as service vs. leadership roles, administrative roles, type of leadership roles (appointed/elected), clinical practice impact/innovation, and level of engagement based on rank and time in rank. Expectations will be adjusted based on faculty percent effort.				

SCHOLARSHIP* at 10% effort	Definitions				
	Greatly Below Expectations	**Below Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Greatly Exceeds Expectations**
Publications	0 peer-reviewed publications or submissions	At least 1 peer-reviewed publication submitted, but not published	1 peer-reviewed publication (in print or e-pub)	2-3 peer-reviewed publications (in print or e-pub)	>3 peer-reviewed publications (in print or e-pub)
Presentations	0 oral and/or poster presentations or submissions at national/international meetings	1 oral and/or poster presentation submitted to national/international meetings, but not selected	Author and/or present 1 oral and/or poster presentations at national/international meetings	Author and/or present 2-3 oral and/or poster presentations at national/international meetings	Author and/or present >3 oral and/or poster presentations at national/international meetings
Other/ Ancillary	Faculty evaluation of discovery may be influenced by other factors such as types of publications and journals, the types and funding amount of grants received or submitted (if any), research awards, and presentations/posters presented. Expectations will be adjusted based on faculty percent effort.				

*Various forms of scholarship defined[1]

Scholarship of Discovery - The creation of new knowledge, rooted in the conviction that discipline investigative efforts within the academy are strengthened.

Scholarship of Integration - Giving meaning to isolated facts and putting them into perspective. This form of scholarship also means interpretation, fitting one's research, and/or the research of others, into larger intellectual patterns.

Scholarship of Application - This form of scholarship begs the question, "how can knowledge be responsibly applied to consequential problems? How can this knowledge be useful to individuals as well as institutions? To be considered scholarship, service activities must be tied directly to one's special field of knowledge and relate to, and flow directly out of, this professional activity.

Scholarship of Teaching - Pedagogical creativity, innovation, and research that culminates in student learning.

[1]Boyer EL. *Scholarship Reconsidered. Priorities of the Professoriate*. The Carnegie Foundation for the Advancement of Teaching, Princeton NJ, 1990

Guidelines for Evidence of Mentoring

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	Formal/informal mentorship arrangements (e.g., students who seek out career advice or other mentorship) (note: this should reflect a sustained mentoring relationship with a student, not single one-time meetings)	1. Document names of mentees, duration of mentor/mentee relationship, frequency of interactions 2. Describe details of mentor-mentee relationship (e.g., career planning, CV review, feedback on professional development, provision of letters of recommendation)
	Mentorship through special projects / activities and student organizations (e.g., "clinical skills competitions", etc.)	1. Document faculty advising in student projects/activities 2. Document role(s) as an advisor for student organizations, etc. 3. Document co-authorship of students on publications, student participation in projects, abstracts, poster presentations, etc. 4. Document support of student travel to professional meetings
	Mentorship through experiential teaching / didactic classroom interactions	1. Document special assistance offered to students in classroom and on experiential training – help sessions, student meeting, study guides, online resources, etc. • these should demonstrate mentorship beyond routine student-faculty interactions (e.g., individual feedback, mentorship that persists beyond the duration of the course, progresses to a continued mentoring relationship, etc.)
Graduate Students	Mentorship through graduate student advising	1. List graduate students past and present pursuing/earning MS and/or PhD degrees 2. List service on graduate student advisory committees 3. List supported attendance and presentations at national / international conferences 4. Document co-authorship on publications, abstracts, poster presentations, etc.

		5. Describe professional development activities supported and other steps taken to advise students outside the scope of coursework and thesis research (e.g., journal club, career planning, preparing for interviews, grantsmanship, etc.)
Postdoctoral Trainees	Mentorship through supervising post -Pharm.D. residents	1. List residents supervised (note if program director or preceptor) 2. List residency mentoring activities – seminar, grand rounds, journal clubs, etc. 3. List participation on resident research projects 4. Document co-authorship on publications, abstracts, poster presentations 5. List supported attendance and presentations at national / international conferences 6. Document professional development activities supported 7. Describe other steps taken to advise residents (e.g., career planning, preparing for interviews, preparing for Board Certification, etc.)
	Mentorship through training post-doctoral fellows	1. List postdoctoral fellows supervised (note if program director or preceptor) 2. Document co-authorship on publications, abstracts, poster presentations 3. List supported attendance and presentations at national / international conferences 4. Document professional development activities supported 5. Describe other steps taken to advise and mentor fellows (e.g., journal clubs, career planning, preparing for interviews, grantsmanship, etc.)