

PURDUE UNIVERSITY

DEPARTMENT OF PHARMACY PRACTICE

Criteria for Promotion for Clinical Faculty

Preamble: An important mission of the College of Pharmacy is to prepare future and/or current pharmacists to meet the health care needs of the people of the State of Indiana and society, and to deliver patient care services. Thus, the faculty of the Department of Pharmacy Practice focus their effort on outcomes that encourage growth and advancement of the profession of pharmacy. Consequently, efforts in learning, engagement, and discovery must be considered in the context of the impact they have in this regard. While clinical faculty are to be adjudged, in part, on the basis of the creation of new knowledge and the dissemination of that knowledge, consideration must also be given to the impact the candidate's effort plays upon the profession of pharmacy in terms of learning, engagement, and clinical practice.

Consistent with the University's promotion criteria, candidates for promotion in the clinical track are expected to demonstrate accomplishments in the areas of learning (i.e., didactic teaching, experiential learning instruction), engagement (i.e., clinical practice, extension, outreach, and other forms of engagement, including administration, and service to the department or college), and scholarship (i.e., learning, application, and teaching).

The Department values teaching and learning in its many forms; extension, outreach, clinical practice, and other forms of engagement activities; and creative endeavor, research, and scholarship. To be considered for promotion in the clinical track, a faculty member should have demonstrated excellence in at least one of these areas (typically either teaching or engagement), with a required expectation of satisfactory achievement in each of the other areas.

Each candidate, regardless of rank, should include evidence of mentoring, advising and supporting the academic success of students and/or post-doctoral trainees. Appendix A provides a partial list for what constitutes appropriate mentoring activities and the supporting documentation that may be provided.

1. Specific standards for promotion to the rank of Clinical Associate Professor

A successful candidate should have a significant record of accomplishment as a faculty member and show potential for continued professional development. The candidate should have developed a reputation as an expert in his/her field on the local, state, and/or regional level, with the likelihood of progression toward national recognition.

Excellence in teaching should be demonstrated (i.e., outstanding teaching evaluations, peer evaluation, development and implementation of new courses or clinical rotation, meeting/exceeding departmental requirements for teaching hours, development and/or implementation of new teaching methodologies). A record of a solid performance in other

areas of teaching, including invited presentations, participation in symposia, and appointment to local/state/regional academic, clinical, or professional committees are examples of professional growth and recognition. Authorship of textbook chapters, instructional materials, and journal articles that advance the practice of pharmacy and identify teaching strategies or innovations are important avenues to professional recognition.

A demonstrated and recognized record of advancing the profession through innovation and contribution is a necessity. For faculty members with significant effort devoted to clinical practice, there should be evidence of progression toward excellence in clinical practice (i.e., inpatient/outpatient pharmacy practice, administrative practice, experiential learning management/precepting, participation in institutional committees aimed at improving patient care). Examples of progression in clinical practice include an established clinical practice/service with a focus on innovative pharmacy practice and clinical pharmacy advanced practice rotations. Engagement for clinical faculty may also include furthering the profession through administration of introductory and advanced practice pharmacy experiences. Conferral of a professional service award is another affirmation of the candidate's efforts toward advancing the profession and the value placed on that effort.

Scholarship is a requirement of the clinical track faculty member; a successful candidate for promotion to clinical associate professor will have a documented record of advancing the profession of pharmacy through contributed works, including textbook chapters, journal articles, poster and/or platform presentations at professional meetings, and invited presentations.

II. Specific standards for promotion to the rank of Clinical Professor

Successful candidates for promotion to the rank of Clinical Professor should be recognized as authorities in their field of specialization by external colleagues, with national and/or international recognition, and be valued for their intramural contributions as faculty members.

Candidates for promotion must demonstrate a continuous record of excellence in learning, engagement and/or scholarship. National/international recognition may be evidenced through invited presentations, membership on editorial boards, and serving as an officer on the Board of Directors or committee chairmanship for a national organization, either a pharmacy organization or an organization that represents the clinical faculty member's area of practice or focus (i.e., AHA, ADA, etc.). Demonstration of scholarship should provide continued dissemination of information and advancement of the profession that builds on the foundation developed for promotion to Clinical Associate Professor.

III. Criteria for learning, engagement, and scholarship

The faculty member is expected to meet annual expectations set forth by the faculty of the Department of Pharmacy Practice.

A. Teaching

The requisites for teaching effectiveness include competence, integrity, independence, enthusiasm, inquisitiveness, a continuous energy for new knowledge in one's content area, an ability to effectively work with learners to achieve their educational goals to arouse curiosity in students, and to inspire students to do creative work. Evaluation of teaching effectiveness can be manifested in assessment of classroom performance, development of curricular materials, educational development activities, experiential student instruction and evaluation, and provision of professional education to health care professionals. Evaluation of teaching effectiveness should take into consideration student contact hours, development of new courses/learning experiences, and activities for which the faculty member has a supervisory role. Effectiveness will be judged upon:

1. The candidate's overall teaching abilities as reflected in student course evaluations in which the candidate was a major contributor or instructor, specifically for the years since beginning in current rank or since the candidate's last promotion.
2. The candidate's overall teaching abilities as reflected in student experiential learning rotation instructor and site evaluations.
3. The candidate's teaching competence as determined by peer evaluation and/or critique from Departmental faculty of equal or higher rank or from independent evaluation by the Center for Instructional Excellence.
4. The candidate's contribution to professional education (i.e., pharmacy, medicine, nursing, allied health professionals) as demonstrated by the following:
 - a. developing, implementing, and evaluating new courses or advanced pharmacy practice experiences, or revising existing courses or experiences
 - b. developing and participating in continuing education programs, inclusive of distance learning
 - c. receiving a recognized teaching award
 - d. outstanding teaching evaluations
 - e. invited presentations on teaching concepts/issues at a state/regional (Clinical Associate Professor) national/international (Clinical Professor) level
 - f. mentoring/training of advanced degree professionals. The candidate demonstrates a record of advanced degree professionals mentored and trained through post-doctoral residency and/or research training programs and/or mentoring graduate students
 - g. acceptance and provision of assigned share of teaching in the didactic and experiential curriculum

B. Engagement

Engagement activities directed toward the advancement of the profession of pharmacy and contribution to the improvement of societal health is valued at the local, state, regional, national, and international level. This service evidences innovation, influence, and outcomes. The clinical faculty member may be expected to develop, implement, and maintain a clinical practice site (based upon designated percent (%) effort, to include administrative duties, direction of experiential learning programs, and global initiatives). Examples of excellence in service can be manifested through the following, among others:

1. A significant emphasis of engagement on a focused area of clinical practice that is implemented and sustained, including local, regional, national and/or global initiatives.
2. Examples of major professional development programs which the candidate has initiated, administered, conducted, supervised, and evaluated
3. Service on institutional, local, state, regional, and/or national committees that impact the delivery of health care to the population
4. Demonstrated leadership in principal conferences, workshops, certificate programs, and other organized professional activities that benefit pharmacists and the profession
5. Examples of professional service dedicated to local, state, or national organizations (i.e., committee participation and leadership) with demonstrated outcomes.
6. Professional service dedicated to patient care and affiliated institutions consistent with the mission of the College
7. Contribution of a service that imparts benefit to internal and external constituencies of the Department or College
8. Awards or other recognition based on engagement activities
9. Involvement in student organizations and College efforts to promote the professional growth of students.

C. Scholarship

For the clinical track faculty member without substantial effort devoted to scholarship, scholarship expectations are likely to be quantitatively less than that of a tenure-track faculty member, but are still an important aspect considered for promotion. The candidate will demonstrate a sustained record of dissemination of knowledge based upon their clinical practice focus. The following areas, among others, are used for assessment:

1. Publications: the candidate will routinely contribute to the literature in the form of textbook chapters, review articles, research articles and/or case reports in peer-reviewed publications. It is expected that candidates will have published articles in several tiers relative to the Department of Pharmacy Practice Journal Ranking System, with particular focus on journals ranked in Tier 1 and those journals specific to the clinical faculty member's area of practice or focus. It is expected that candidates progressing from Clinical Associate Professor to Clinical Professor will have evidence of primary authorship and/or senior authorship. Primary authorship is defined as playing a major role in the initiation, development, and execution of the scholarly work. Senior authorship includes playing a major role in the development of the scholarly work while providing mentorship to the other authors. Either the primary or senior author may serve as the corresponding author for a work, it is expected that the clinical faculty member will serve in this capacity.
2. Securing educational development grants or conducting experimental educational programs
3. Demonstrating instructional innovation, including the application of technological innovation, evaluation of the innovation, and disseminating new knowledge from the innovation in appropriate academic journals

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4. Research funding: while not a requirement of a clinical-track faculty member, the faculty member will be recognized for gaining funding where appropriate
5. Peer recognition: Invited presentations at national professional meetings, conferral of recognition awards, serving on national review committees, editorial boards, and/or election to national organizations
6. Presentation and/or dissemination of original, peer-reviewed research through poster or podium presentations at professional meetings/conferences
7. Other forms of scholarship that document the elements of innovation, communication, and peer review may also be considered. For example, the development of open source educational material that is adopted for use by other programs.

Appendix A.

Guidelines for Evidence of Mentoring

Students	Activity	Evidence
Undergraduate and Professional Students	Mentorship through undergraduate / Pharm.D. research experiences	<ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 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.)	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Document special assistance offered to students in classroom and on experiential training – help sessions, student meeting, study guides, online resources, etc. <ul style="list-style-type: none"> • 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. List residents supervised (note if program director or preceptor) 2. List residency mentoring activities – seminar, grand

		<p>rounds, journal clubs, etc.</p> <ol style="list-style-type: none"> 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.)
	<p>Mentorship through training post-doctoral fellows</p>	<ol style="list-style-type: none"> 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.)