

**PURDUE UNIVERSITY
DEPARTMENT OF PHARMACY PRACTICE**

Minimum Expectations for Faculty and Procedures for Annual

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.

Why have explicit expectations?

This document will 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 PPHR faculty members

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 area may vary, faculty members are expected to maintain involvement in learning programs to a minimum level of 20% for tenure-track and 35% for non-tenure-track effort, except during the first year of appointment, periods of career development awards, periods of approved sabbatical, medical or other extended leave, or as agreed upon with the Department Head based upon Departmental/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 residents and fellows. All faculty members are expected to provide a level of engagement commensurate with their rank and responsibilities. In general, all faculty members will serve 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 and involve themselves in professional engagement at the national level. 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. If faculty workload in any one area (learning, discovery, or engagement) is different from the expectations, an individual plan will be developed by the Department Head and faculty member to address any discrepancies.

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, 50% Discovery, 20% Engagement
Non-tenure-track positions: 45% Learning, 10% Discovery, 45% Engagement

SECTION II. GENERAL ANNUAL EXPECTATIONS FOR FACULTY PERFORMANCE

Tenure-Track Positions:

- Have at least one active extramural grant or contract as principal investigator (e.g., National Institutes of Health, Indiana State Medicaid, Eskenazi Health electronic data system, etc.) with at least partial salary support. 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 as principal investigator with at least partial salary support.
- Author and/or present at least two 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.
- Author at least two 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 (may be published or e-published). In instances where a faculty member is a significant contributor, but not the first or senior author, his/her role should be described in his/her annual report. In press articles and reviewed abstracts, even if published, do not qualify as a peer-reviewed publication.
- Teach in at least one core course and professional practice laboratory within the professional degree program or graduate curriculum and provide a minimum of 20 classroom contact hours which are defined as both lecture and laboratory hours (note: lecture or laboratory via videoconferencing is accepted as classroom contact hours). Non- classroom teaching activities (such as grading papers, preparation time, informal meetings, office hours, etc.) is not part of these 20 hours. Teaching hours should be appropriate for the FTE allocation as noted in each faculty member's job description. Coordination in a core course may necessitate a reduction in the 20 classroom contact hours based on the discretion of the department head. The contact hours may need to be revised following full implementation of the new curriculum.
- Provide availability for at least 12 four-week rotation blocks. Equivalentents include IPPE or APPE students, or role as major professor for a graduate student. The number of four-week rotation blocks may be reduced as appropriate for the FTE allocation as noted in each faculty member's job description. Assignments may vary, depending on program needs, and academic-year appointments, as agreed upon with the Department Head. The following chart provides the minimum number of blocks for which to provide availability per 12 months:

Tenure Track Academic, Patient-care or Non-patient-care Setting
100% PHPR funded – 12 four-week rotation blocks
75-99% PHPR funded (1-25% salary support from grant or contract) – 9 four-week rotation blocks
50-74% PHPR funded (25-50% salary support from grant or contract) – 6 four-week rotation blocks
25-49% PHPR funded (51-75% salary support from grant or contract) – 3 four-week rotation blocks
1-24% PHPR funded (99-75% salary support from grant or contract) – 1 four-week rotation block
0% PHPR funded (100% salary support from grant or contract) – 0 four-week rotation blocks

- Serve on or lead at least one committee within the University, College, or Department.
- Hold a leadership position or serve on a committee, task force, or advisory group in at least one regional, state, national or international scientific/professional organization or serve on an editorial board or as a reviewer for a peer-reviewed journal.
- Provide evidence of three examples of mentoring as described in the College and/or Departmental promotion guidelines

Non-Tenure-Track Positions:

- Author and/or present at least one oral or poster presentation at regional/state/national/international meetings. These may be abstracts and/or invited presentations.
- Author at least one peer-reviewed publication (e.g., a research paper, review article, case report, book chapter, or book). In press articles and reviewed abstracts, even if published, do not qualify as a peer-reviewed publication.
- Teach in at least one core course and professional practice laboratory within the professional degree program or graduate curriculum and provide a minimum of 20 classroom contact hours which are defined as both lecture and laboratory hours (note: lecture or laboratory via videoconferencing is accepted as classroom contact hours). Non- classroom teaching activities (such as grading papers, preparation time, informal meetings, office hours, etc.) is not part of these 20 hours. Teaching hours should be appropriate for the FTE allocation as noted in

each faculty member's job description. Coordination in a core course may necessitate a reduction in the 20 classroom contact hours based on the discretion of the department head. The contact hours may need to be revised following full implementation of the new curriculum.

- Precept at least 16 four-week rotation blocks. Equivalentents include IPPE or APPE students. The number of four-week rotation blocks may be reduced as appropriate for the FTE allocation as noted in each faculty member's job description. Assignments may vary, depending on program needs, and academic-year appointments, as agreed upon with the Department Head.
- Serve on or lead at least one committee or task force within the Department, College, or University
- Hold a leadership position or serve on a committee, task force, or advisory group in at least one regional, state, national or international scientific/professional organization or serve on an editorial board or as a reviewer for a peer-reviewed journal.
- For faculty with patient care services, demonstrate a commitment to improving patient care by serving on at least one institutional committee, task force, or workgroup.
- Provide evidence of three examples of mentoring as described in the College and/or Departmental promotion guidelines

Expectations for Engagement

- All PPHR members are expected to have continuous engagement effort with the College or contracted institution/program as defined in Section III, paragraph 3, at a level consistent with the time allocation in the job description.
- Any lapse in engagement to the College or contracted institution/program should be documented in the annual report and agreed upon with the Department Head. Lapses in engagement may be required to reflect increases in scholarship and/or learning or as agreed upon with the Department Head.

Section III. Adjustments to Expectations

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

(a) **Incoming junior faculty members:** Because of the transition process, incoming junior faculty members might not meet each of the annual expectations in their first, second or third year. These faculty members 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 members employed in part-time positions:** In general, the expectations for part-time faculty members will be proportional to their percent effort—e.g., a faculty member who work half-time will be expected to achieve the full-time criteria over a period of two years.

(c) **Tenure-track faculty members 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 members 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.

(d) **Faculty members with administrative responsibilities:** Faculty with significant administrative responsibilities such as deans, assistant or associate department heads, program directors for residencies/fellowships, graduate programs, or experiential programs, etc. As above, a discussion with the Department Head is needed for guidance on these changes.

Finally, it should be noted that although faculty members are expected to submit a 12- month summary for their annual assessment, the Department Head will review this document alongside the faculty member's curriculum vitae, thereby examining 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. The Department Head will provide written feedback on the performance of all faculty in accordance with University standard S-4 at <https://www.purdue.edu/policies/academic-research-affairs/s4.html>

