

## PURDUE UNIVERSITY

### DEPARTMENT OF PHARMACY PRACTICE

#### Criteria for Promotion for Tenure Track Faculty

*Preamble:* One important mission of the College of Pharmacy is to prepare future and/or current practitioners to meet the health care needs of the people of the State of Indiana and society, and deliver pharmaceutical care services. Thus, the Department of Pharmacy Practice faculty focus their effort on outcomes that encourage the growth and advancement of the profession of pharmacy. Consequently, efforts in discovery, learning, and engagement must be considered in the context of the impact they have in this regard. That is, while 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.

Consistent with the University's promotion criteria, candidates are to have demonstrated accomplishments in the areas of learning, discovery (i.e., creative endeavor, research) and/or extension, outreach, or other forms of engagement. The Department recognizes the various forms of scholarship. These are the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. The first two forms of scholarship reflect the investigative and synthesizing traditions of academic life. The third demonstrates how knowledge can be responsibly applied to consequential problems within the profession, and the fourth recognizes that in the role of scientist/scholar one must not only find new truth, he/she must be capable to teach it to all who desire to learn.

The Department values creative endeavor, research, and scholarship; teaching and learning in its many forms; and extension outreach and other forms of engagement activities. To be considered for promotion, a faculty member should have demonstrated excellence in at least one of these areas. Ordinarily, strength should be manifest in more than one of these 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.

#### I. *Specific Standards for Various Ranks*

##### A. **Criteria for promotion to the rank of Associate Professor**

Academic tenure is acquired on promotion to this rank. A successful candidate should have a significant record of accomplishment as a faculty member and show promise of continued professional growth and recognition.

In addition to demonstrating excellence in teaching, candidates for promotion from the rank of Assistant Professor to Associate Professor are expected to have a solid record of performance in other important roles expected of faculty. Promise of future success is evidenced through numerous means within and/or outside of the profession. For example, invited pharmacy and/or allied health professional conference/meeting presentations, participation in symposia, appointment to local and national and/or academic committees are indicative of professional growth and recognition. Further, authorship of textbooks, chapters for textbooks, instructional materials (e.g., on-campus, distance learning), journal articles, etc., that advance the practice of pharmacy is an important avenue to professional recognition.

If research accomplishment is the main focus for a faculty member's promotion, a demonstrated record of scholarly accomplishment, in one of the four aforementioned categories (i.e., Scholarship of discovery, Scholarship of integration, Scholarship of application, Scholarship of teaching) [Appendix B], that is recognized at the national level is a necessity. Further, evidence of the dissemination of new knowledge in high quality peer-reviewed journals and documented extramural funding for support of the candidate's research is necessary.

If service to the profession is the main focus for a faculty member's promotion, a demonstrated and recognized record of helping to advance the profession through innovation and contribution is a necessity. To be considered the scholarship of application, professional service activities should be validated by their association with local, state, and national pharmaceutical associations, universities and colleges of pharmacy, health systems, and pharmacy corporations and should be tied directly to advancing the mission of pharmacy practice, and relate to, and flow directly out of, this professional activity. In addition, evidence of the impact of that service should be demonstrated by its incorporation into practice and disseminated in the professional literature and other work as described in the second previous paragraph. 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.

The promotion document will be supported by evaluation letters by recognized peers in the discipline, including those from individuals independent of those suggested by the candidate.

#### **B. Criteria for promotion to the rank of Professor**

Successful candidates should be recognized as authorities in their field of specialization by external colleagues - national and/or international as may be appropriate in their academic disciplines - and be valued for their intramural contributions as faculty members.

Candidates for promotion must demonstrate a continuous record of excellence in teaching and learning, scholarly activity, and/or engagement. Candidates for promotion to Professor will demonstrate expanded levels of recognition (as described in the previous section A) that have resulted in promotion to their existing rank. Foremost among these are efforts focused within their academic discipline and through its associated professional/scientific associations/organizations. This is accomplished through a variety of means, among others including, significant scholarly and/or research publications in peer-reviewed journals, creation of instructional and research materials, and contribution to such materials, while evidencing an expanded depth, breadth, and quality of service and mentoring within the University, School, Department, the profession, and affiliated institutions.

The promotion document will be supported by evaluation letters by recognized peers in the discipline, including those from individuals independent of those suggested by the candidate.

### *II. Criteria for teaching and learning, discovery, and engagement*

#### **A. Teaching**

The requisites for teaching effectiveness include competence, integrity, independence, enthusiasm, a spirit of scholarly inquiry, a continuous verve 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, and experiential student evaluation. Teaching effectiveness will be judged upon:

1. the candidate's overall teaching abilities as reflected in student evaluations in a course (i.e., traditional on-campus, clinical setting) in which the candidate was a major contributor or in-charge instructor.
2. the candidate's teaching competence determined by peer evaluation and/or critique from other Departmental faculty of higher rank in team-taught courses.
3. The candidate's contribution to professional education (e.g., pharmaceutical, medical, nursing) as demonstrated by the following, among others:
  - a. developing, implementing, and evaluating new courses or clinical rotations, or revising an existing course.
  - b. securing educational development grants or conducting experimental educational programs.
  - c. publishing in-depth review articles relating to one's content expertise in professional journals.
  - d. authoring or co-authoring chapters in a pharmacy or allied-health related (e.g., medicine, nursing) monograph or textbook.
  - e. demonstrating instructional innovation, including the application of technological innovation, evaluating the innovation, and disseminating new knowledge from the innovation in appropriate academic journals.
  - f. developing and participating in continuing education programs, inclusive of distance learning.
  - g. receiving a recognized teaching award.
  - h. invited presentations on teaching concepts/issues at a national level and/or within academia.
  - i. authoring educational software.
  - j. mentoring/training of advanced degree professionals. The candidate demonstrates a record of advanced degree professionals mentored and trained through post-doctoral residency teaching and/or research training programs and/or mentoring graduate students.

It is a given that the candidate's contributions will be scholarly, of high quality, and significant in these areas.

## **B. Discovery**

The purpose of this evaluation is to demonstrate that the candidate is an independent researcher, capable of conducting high quality research. The following criteria, among others, are used for that assessment.

1. Publications. The candidate shall be a primary author of original research published in peer-reviewed journals. Primary authorship is defined as playing a major role in the initiation, development, and execution of the research. Evidence of scholarly activity can be manifested in authorship of peer-reviewed review articles, book chapters, books, monographs, and/or technological learning materials, among others, emanating from one's research.
2. Research funding. The candidate has secured extramural funding (e.g., federal agencies, pharmaceutical industry, foundations, private sources) to support his/her independent, research program.

3. Peer recognition. Demonstrated recognition by peers that indicates significant contributions to the field is important. Examples of such evidence include invited presentations at national scientific/professional meetings, conferral of recognition awards (e.g., AACP New Investigator Program, career development), serving on national review committees, editorial boards, and/or election to prestigious national organizations that recognize excellence within the discipline.
4. Presentation and/or dissemination of original, peer-reviewed research through poster or podium presentations at scientific meetings/conferences.

### **C. 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, national, and international levels. Further, this service evidences innovation, influence, and outcomes. Examples of excellence in service can be manifested through the following, among others:

1. Examples of major, professional development programs which the candidate has initiated, administered, conducted, supervised, and evaluated.
2. Evidence of teaching excellence in terms of how well pharmacists acquire and implement information gained and abilities developed in their practice environments. Included are innovations and contributions to improved teaching methods in the area of lifelong learning and continuing education.
3. Demonstrated leadership in principal conferences, workshops, certificate programs, and other organized educational activities that benefit pharmacists and the profession.
4. Examples of professional service dedicated to local, state, or national organizations (e.g., committee participation and leadership) with demonstrated outcomes.
5. Description of professional service dedicated to patient care and affiliated institutions consistent with the mission of the School.
6. Contribution of a service innovation that imparts benefit to internal and external constituencies of the School.
7. Awards or other recognition based on engagement activities.

## Appendix A.

**Guidelines for Evidence of Mentoring**

| <b>Students</b>                         | <b>Activity</b>   | <b>Evidence</b>   |
|---|---|---|
| Undergraduate and Professional Students | Mentorship through undergraduate / Pharm.D. research experiences  | <ol style="list-style-type: none"> <li>1. Document research experiences provided to undergraduate/professional students</li> <li>2. Document co-authorship of students on publications, abstracts, poster presentations, etc.</li> <li>3. Document participation in summer undergraduate research programs, longitudinal research projects</li> <li>4. Document support of student travel to professional meetings</li> </ol>   |
|   | 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"> <li>1. Document names of mentees, duration of mentor/mentee relationship, frequency of interactions</li> <li>2. Describe details of mentor-mentee relationship (e.g., career planning, CV review, feedback on professional development, provision of letters of recommendation)</li> </ol>   |
|   | Mentorship through special projects / activities and student organizations (e.g., "clinical skills competitions", etc.)   | <ol style="list-style-type: none"> <li>1. Document faculty advising in student projects/activities</li> <li>2. Document role(s) as an advisor for student organizations, etc.</li> <li>3. Document co-authorship of students on publications, student participation in projects, abstracts, poster presentations, etc.</li> <li>4. Document support of student travel to professional meetings</li> </ol>   |
|   | Mentorship through experiential teaching / didactic classroom interactions  | <ol style="list-style-type: none"> <li>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"> <li>• 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.)</li> </ul> </li> </ol>  |
| Graduate Students                       | Mentorship through graduate student advising  | <ol style="list-style-type: none"> <li>1. List graduate students past and present pursuing/earning MS and/or PhD degrees</li> <li>2. List service on graduate student advisory committees</li> <li>3. List supported attendance and presentations at national / international conferences</li> <li>4. Document co-authorship on publications, abstracts, poster presentations, etc.</li> <li>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.)</li> </ol> |
| Postdoctoral Trainees                   | Mentorship through supervising post - Pharm.D. residents  | <ol style="list-style-type: none"> <li>1. List residents supervised (note if program director or preceptor)</li> <li>2. List residency mentoring activities – seminar, grand rounds, journal clubs, etc.</li> <li>3. List participation on resident research projects</li> </ol>  |

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|  |   | <ol style="list-style-type: none"> <li>4. Document co-authorship on publications, abstracts, poster presentations</li> <li>5. List supported attendance and presentations at national / international conferences</li> <li>6. Document professional development activities supported</li> <li>7. Describe other steps taken to advise residents (e.g., career planning, preparing for interviews, preparing for Board Certification, etc.)</li> </ol>  |
|  | Mentorship through training post-doctoral fellows | <ol style="list-style-type: none"> <li>1. List postdoctoral fellows supervised (note if program director or preceptor)</li> <li>2. Document co-authorship on publications, abstracts, poster presentations</li> <li>3. List supported attendance and presentations at national / international conferences</li> <li>4. Document professional development activities supported</li> <li>5. Describe other steps taken to advise and mentor fellows (e.g., journal clubs, career planning, preparing for interviews, grantsmanship, etc.)</li> </ol> |

#### Appendix B. Various forms of scholarship defined<sup>1</sup>

*Scholarship of Discovery* - The creation of new knowledge, rooted in the conviction that disciplined 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.

<sup>1</sup>Boyer EL. *Scholarship Reconsidered. Priorities of the Professoriate*. The Carnegie Foundation for the Advancement of Teaching, Princeton NJ, 1990