

Nature of the Discipline(s) in the School of Pharmacy in the Realm of Teaching***Discipline specific notes, additions, or deletions accompanying the Faculty Guide "Basic Expectations of Teaching"***Pharmacy Practice Faculty

Many School of Pharmacy (SOP) faculty members provide clinical pharmacist services to patients at hospitals and clinics. As part of their practice, these faculty members also precept student pharmacists completing experiential training in the field. As such, pharmacy practice faculty engage in teaching (precepting) in the experiential learning environment. Experiential training in the clinical setting is recognized and valued as teaching for SOP faculty engaged in clinical pharmacy practice.

Of note, pharmacy practice faculty may be dedicated 100% of the time to pharmacy practice and precepting (embedded faculty member), or for only a portion of their faculty appointment. SOP portfolios and letters from the SOP Faculty Affairs Committee will clearly delineate the level of involvement of a pharmacy practice faculty member in clinical practice/precepting.

Biological/Pharmaceutical Sciences, Social and Administrative Sciences, Laboratory Faculty

The SOP also has faculty dedicated to teaching, scholarship, and service 100% of the time on the Wingate or Hendersonville campus. Related to teaching, expectations of these faculty appointments are similar to those described in the WU Faculty Guide in the didactic setting.

All Pharmacy Faculty

One nuance in the pharmacy program is that most pharmacy faculty are engaging students on more than one campus when teaching in the didactic setting and must consider delivery of education and student engagement on a distant campus when preparing for class sessions and assessments. Additionally, all but two pharmacy faculty are engaged in teaching, scholarship, and service on full-time, 12-month contracts.

Discipline specific notes, additions, or deletions accompanying the Faculty Guide "Teaching Effectiveness"

Same as above, regarding the differences between teaching (precepting) in the experiential learning setting and didactic teaching on more than one campus

Nature of the Discipline(s) in the School of Pharmacy in the Realm of Research and Scholarship***Elements critical to scholarship which may be unfamiliar to faculty in other disciplines***Pharmacy Practice Faculty

Research in the patient care setting (practice-based research) is included in many pharmacy practice faculty portfolios, as it communicates the impact of clinical pharmacist services on patient outcomes, and also provides a foundation for changes in pharmacy practice systems. The scholarship of teaching and learning for a pharmacy practice faculty member may also include research related to experiential education. Additionally, traditional scholarship of application and of teaching and learning in the didactic setting is recognized and valued as outlined in the WU Faculty Guide.

Biological/Pharmaceutical Sciences, Social and Administrative Sciences, Laboratory Faculty

Scholarship of application and of teaching and learning is recognized and valued as outlined in the WU Faculty Guide.

Meaning of Peer Review and circumstances where peer review is not necessary for the work product to be considered for scholarship.

In academic pharmacy, peer review involves a panel of peer experts who evaluate scholarly work (e.g., posters, manuscripts) to determine relevance, evidence of innovation, and value of the work to readers and the profession. Peer reviewers also evaluate research methodology described in the work and examine whether or not the work adds to the current body of literature. Each peer-reviewed form of scholarship has specific criteria to be used by reviewers when evaluating a scholarly work.

Non-peer-reviewed work is considered as part of the review of scholarly work in SOP faculty portfolios. Some examples include newsletter articles and editorials.

However, the expectation for SOP faculty is “annual contribution to the peer-reviewed literature,” as outlined in the WUSOP Faculty Guide.

What does and does not qualify as meaningful creative work

Scholarship in academic pharmacy is primarily in the form of contributions to scholarly literature and presentations of academic work or areas of expertise.

Can "Paid" work be considered scholarship

“Paid” work may be considered scholarship for SOP faculty when it involves award of an honorarium for the work provided. Examples include service on editorial boards (of journals/textbooks), writing invited manuscripts, and invitations to speak at national or international conferences.

How 21st century forms of disseminating work product into the intellectual marketplace figure into accepted norms of scholarship

Some accepted examples of 21st century forms of disseminating scholarly work in a SOP faculty portfolio include electronic publications, presentations via webinar and podcast, and virtual poster presentations.

Departmental assessment of scholarship quality

Peer-reviewed original research (practice-based/ SoTL/ scholarship of application) that is published in a premier journal is recognized as a higher quality contribution to the literature.

The SOP Faculty guide includes some specific guidelines regarding scholarly impact

- Level A: As outlined in the WUSOP Faculty Guide:
 - publication of a scholarly book
 - award of a research or program grant from an outside agency
 - publication of individual or collaborative papers in a refereed academic journal
 - publication of a textbook
 - publication of a chapter in a scholarly book or textbook
 - invited speaker at a national, or international conference
 - publication of review articles
 - publication of activities derived from clinical practice setting
- Level B: As outlined in the WUSOP Faculty Guide:

- serving on the editorial board of a scholarly journal
- publication of individual or collaborative papers in a nonrefereed academic journal
- application for major research/teaching grant from an outside agency
- receipt of a research/teaching grant from the University or School of Pharmacy
- publication of technical reports, workbooks, study guides and other pedagogical materials
- presentation of posters at state, regional, national, or international meetings and conferences
- invited speaker at a state or regional conference
- collaborative research efforts with outside institutions, agencies, or companies
- Level C: As outlined in the WUSOP Faculty Guide:
 - receiving fellowships and awards of state or regional scope
 - applying for a research/teaching grant from the University or School of Pharmacy
 - publication of scholarly reviews of other professionals' books
 - research presentation to Wingate University Faculty Forum or another peer group
 - serving as a reviewer for manuscripts for journals and publishers
 - evaluating proposals for granting agencies
 - presentations at local organizations

Departmental assessment of scholarship quantity

SOP faculty are expected to contribute annually to the peer-reviewed literature, as outlined in the WUSOP Faculty Guide. "Levels of scholarship are published in the SOP Faculty Guide on the relative importance of various scholarly undertakings. Quotas from each level to achieve excellence or proficiency are not stated or implied. However, faculty members are reminded of their general expectation to contribute to the professional peer-reviewed literature on an annual basis."

Nature of the Discipline(s) in the School of Pharmacy in the Realm of Service

Need, value, and expectation of departmental service

Faculty are expected to participate in all faculty/staff meetings, team meetings, and meetings for SOP committee(s) to which they are assigned. Faculty are also expected to participate in advising student pharmacists (embedded practice faculty members engaged in pharmacy practice/precepting 100% of the time are exempted from this expectation).

Need, value, and expectation of university service

Faculty are expected to participate in University Faculty Assembly meetings and meetings for University committee(s) to which they are assigned.

Importance of service to the profession

Faculty are expected and encouraged to join and engage in professional organizations relevant to the professions of teaching, science, and pharmacy, as outlined in the WUSOP Faculty Guide.

Practice faculty members also provide extensive service to their practice sites in terms of patient care, education of interprofessional team members and learners, and service on committees at their sites.

Importance of service to the community

Faculty are expected to serve as professional role models and engage in ongoing community service. In 2020, SOP Faculty approved a values statement that “we seek to be active partners in our community, serving the wellbeing of those around us.”

Departmental assessment of service quality

Service can be provided in a variety of ways. Service that involves leadership (e.g. committee chair/co-chair), especially at the national level, is one mechanism that faculty can utilize to demonstrate national recognition for promotion to professor. The following are examples of activities faculty members may undertake to provide service to the University, School of Pharmacy, or Profession, as outlined in the WUSOP Faculty Guide:

- chair or member of School of Pharmacy, University, or professional committee
- chair or member of a special task force
- faculty advisor to pharmacy students
- advisor for organization
- mentor for a new faculty member
- planning and implementation of local and institutional exhibits, contests, programs, etc. (e.g., CE program)
- participation in continuing education or maintaining professional license
- participation in recruitment activities
- participation in non-course-related supervision activities
- participation in peer evaluation of colleagues
- participation in community volunteer organizations in a manner which strengthens the University's or School of Pharmacy's image in the community
- representation of the University at external events at the University's request
- serving as a professional consultant in the local community

Departmental assessment of service quantity

No discipline specific notation.