Faculty Affairs Committee on Faculty Citizenship

Charges from COF Chair Steve Scott:

1. Examine the issue of “faculty citizenship” by addressing the following questions and others related questions that may arise during the committee’s work:
   - What is faculty citizenship and how is it different from service/engagement?
   - Why is faculty citizenship important to our colleges/schools, to our alumni, to our faculty colleagues, to our students, and to the profession?
   - What expectations, if any, are generally made to new, mid-career, and senior faculty regarding faculty citizenship?
   - How does faculty citizenship figure into annual faculty performance evaluations?
   - Are there examples of colleges/schools and/or universities where expectations for faculty citizenship has been integrated into the culture and used in the performance evaluation system?

2. Develop a white paper for publication examining the issue of faculty citizenship that can be used by Deans and Department Heads as a primer for faculty new to the academy.
3. Develop a set of recommendations, policy statements, and/or programming ideas that AACP and colleges/schools might implement to increase the awareness of the importance of faculty citizenship in the academy.

This report is formatted to address each question and charge.

1. **Examine the issue of “faculty citizenship” by addressing the following questions and other related questions that may arise during the committee’s work**

   - **What is faculty citizenship and how is it different from service/engagement?**

   *Faculty Citizenship* [as defined by this AACP COF committee] is *a pattern of behaviors by pharmacy faculty members that promotes the welfare of the school*. It can be demonstrated in any area of responsibility (e.g., Teaching, Scholarship, Practice, and Service), and categorized into two primary components:

   1. **Engagement** - Positive contributions by a pharmacy faculty member in assigned activities and participation in additional opportunities toward the development and advancement of the University, discipline, profession, and/or practice site.
   2. **Collegiality** – interpersonal behaviors that promote a positive and productive work environment and culture that ultimately benefit the department, other faculty, students, and constituents.

   The committee feels that *faculty citizenship* can be described and measured as a set of expected behaviors so that a determination can be made as to whether individual faculty members meet, exceed or do not meet these expectations. These determinations can be used for professional development, in annual faculty evaluations, and lead to recognition or awards for high levels of faculty citizenship.

   **Faculty citizenship is distinct from service but not from engagement in the following ways:**

   - Service is a required and defined set of activities that faculty are assigned as part of their job description and/or contract.
   - Citizenship is going beyond the basic requirements of assigned service through pursuit of and/or participation in additional opportunities to serve. Citizens exhibit behaviors that demonstrate engagement and collegiality as described above with the goal of betterment of the whole.

   - **Why is faculty citizenship important to our colleges/schools, to our alumni, to our faculty colleagues, to our students, and to the profession?**

     Schools and colleges of pharmacy across the United States, like many organizations, are facing the challenge of meeting and advancing organizational goals in an increasingly efficient or “lean” manner.

     The performance of Organizational Citizenship Behaviors (OCBs) by university faculty facilitates
meeting this challenge. OCBs are discretionary, extra-role behaviors that contribute to organizational operations and effectiveness, yet are not required by the organization (Moorman, 1991). A key component of OCB is that over time, these behaviors enhance overall organizational performance. According to Podsakoff et al. (2000), OCB may contribute to success by enhancing coworker or managerial productivity, freeing resources for productive purposes, serving as a means of coordinating activities, enhancing the organization’s ability to attract and retain skilled employees, enhancing employee job satisfaction, enhancing the stability of the organization’s performance, and enhancing its ability to adapt to environmental changes. Succinctly, a substantial amount of OCB research indicates extra-role behaviors are important determinants of organizational and individual effectiveness, efficiency, satisfaction, and productivity (Erturk, 2007) and are thus of importance to all school and college of pharmacy stakeholders. Positive faculty citizenship could also play a role in students’ satisfaction with their education, which might influence their future donations back to the school as alumni; this relationship has not been cited in literature, however. Interestingly, despite our knowledge of the positive impact of OCB, we continue to struggle with operational definitions of the construct within the university setting. The table below categorizes the importance of faculty citizenship (FC) to various stakeholders in pharmacy education:

<table>
<thead>
<tr>
<th>Importance of Faculty Citizenship to various stakeholders</th>
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<tbody>
<tr>
<td><strong>Colleges or Schools</strong></td>
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<tr>
<td>• FC is necessary to accomplish and advance the mission of the organization.</td>
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<tr>
<td>• FC models the service aspect of the pharmacy profession.</td>
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<tr>
<td>• FC enhances the image of the college or school.</td>
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<td>• FC has a positive impact on recruitment of new faculty and staff.</td>
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<tr>
<td><strong>Alumni</strong></td>
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<tr>
<td>• FC models expectation of intra- and inter- professional collegiality.</td>
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<tr>
<td>• FC demonstrates the expectations of alumni to be servant leaders in their careers.</td>
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<tr>
<td>• FC provides a glimpse into the many community and professional activities that are extra-role.</td>
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| Faculty | • FC improves productivity and job satisfaction of current faculty and staff.  
• FC may influence promotion and tenure.  
• To the extent that FC is perceived to be valuable to the institution, it may influence the nature and extent of faculty extra-role behaviors. |
|---------|---------------------------------------------------------------------------------------------------------------------------------|
| Students | • FC promotes faculty-student collegiality, mentoring and relationship development.  
• FC models professional service expectations post-graduation.  
• Positive FC can promote great learning and enhanced practice experiences. |
| The Profession | • FC is aligned with the Pharmacist’s Code of Ethics and the Oath of a Pharmacist  
• FC can advance pharmacist involvement in patient care  
• FC is important to professional association leadership. |

○ **What expectations, if any, are generally made to new, mid-career, and senior faculty regarding faculty citizenship?**

This question is similar to the question that follows. Explicit expectations are usually made about service activities (such as serving as a member of a committee earlier in one’s career, vs. a chair of a committee later in one’s career) but not necessarily about engagement and collegiality. These behaviors likely develop over time, as such as junior faculty behaving more collegially as they get to know the institution, environment, their colleagues, etc. There is likely a wide variation of how expectations are articulated to faculty in their institutions, as well as a wide variation in the extent that faculty naturally engage in these behaviors.

○ **How does faculty citizenship figure into annual faculty performance evaluations?**

Lack of consistent definition and clear expectations are the hindering factors in assessing citizenship behavior on a regular basis. Steady and coherent review of the four domains of teaching, scholarship, service, and practice is instrumental in pharmacy faculty professional development and institutional success. As supported by literature, citizenship behavior is now recognized as an important element in enhancing institutional effectiveness (10, 11). Therefore, there is a demand to establish a set of **measurable outcomes** that can be **monitored**, and evaluated objectively across the board.

As highlighted by Cipriano and colleagues (12), faculty’s ability to work cooperatively is an important factor in generating outcomes that benefit the college and the university. A partial review of faculty handbooks and guidelines for promotion and tenure within various pharmacy schools and colleges revealed very few had citizenship explicitly described as an expectation and even fewer described how it would be used for a promotion or tenure decision. Indiana University describes forms of good citizenship for teaching and in the department. It also describes the department Chair’s obligations toward faculty members who exhibit good citizenship, but it did not provide any connection to tenure
or promotion decisions (1). Pacific University’s definition of citizenship is very similar to definitions of collegiality, and the handbook explicitly states that it should be evaluated as an integral part of service, teaching and research and not as a separate behavior (2). Citizenship expectations are provided in the UCSF faculty handbook but there is no explicit link between citizenship behavior and promotion and tenure decisions (3).

Institutions that mentioned collegiality but not citizenship in their faculty handbooks or promotion and tenure guidelines included Virginia State University (4), Cedarville University School of Pharmacy (5), Auburn University (6), UNC Eshelman School of Pharmacy (7), and Xavier University (8). As with citizenship, some expectations were explicitly tied to promotion and tenure decisions (4-7) while others were not (8). The American Association of University Professors (AAUP) 1999 recommendations for using collegiality in tenure decisions favored integrating it into all parts of the tripartite mission and not evaluating it as a separate facet of performance (9).

Citations:
3. UCSF. 7.0 Principle of Citizenship at UCSF in A Faculty Handbook for Success: Advancement and Promotion at UCSF. Pg 51 Approved 08/27/2013 Available at: http://senate.ucsf.edu/facultyhandbook/FacultyHandbook-UCSF.pdf
4. Virginia State University. SU 2.5 Criteria for the Award of Tenure to Collegiate/Instructional Faculty. http://vsu.edu/files/docs/faculty-staff/faculty-handbook.pdf
5. Cedarville University, School of Pharmacy. Faculty Promotion Guidelines: Tenure Track Faculty. No approval date on document.
7. UNC Eshelman School of Pharmacy https://pharmacy.unc.edu/faculty/faculty-resources/policies-and-procedures/arpt_approved-march-2008
Are there examples of colleges/schools and/or universities where expectations for faculty citizenship has been integrated into the culture and used in the performance evaluation system?

See citations 1-8 above

How does faculty citizenship figure into faculty hiring decisions?

This question was not part of our original charges, but it came up toward the end of our deliberations. It is a question worth pursuing.

2. Develop a white paper for publication examining the issue of faculty citizenship that can be used by Deans and Department Heads as a primer for faculty new to the academy.

We will begin work on this prior to the Annual Meeting, with an expectation of publication in late 2015 or 2016.

3. Develop a set of recommendations, policy statements, and/or programming ideas that AACP and colleges/schools might implement to increase the awareness of the importance of faculty citizenship in the academy.

Recommendation 1/2: COF or other entity create/adapt and test/share a rubric to measure faculty citizenship

Recommendation 2/2: All colleges and schools of pharmacy should incorporate measurement of faculty citizenship into their professional development and faculty review processes.

Programming idea 1/1: Host a roundtable session for department chairs and deans to share their best practices for assessment of faculty citizenship

This concludes our report. Thank you for the opportunity to serve.

Respectfully submitted,

Dana Hammer (co-chair), on behalf of the AACP COF Faculty Affairs Committee