Strategies for Success as Faculty – Perspective of a Department Chair

Michael E. Burton, Pharm.D.
Professor
University of Oklahoma Health Sciences Center
College of Pharmacy
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Disclosure

Michael E. Burton, Pharm.D., reports no relevant financial relationships.
Background Information

- Served as Chair of Department of Pharmacy: Clinical and Administrative Sciences at the University of Oklahoma College of Pharmacy from February 1997 through June 2012
- Provided leadership and management during a dramatic program expansion to two campuses.
- Hired over 100 new faculty
- Initiated orientation and faculty development programs for all new faculty
- Campus/college now has at least 19 different types of faculty development programs ranging from an orientation to master’s degrees
- College was compliant with all ACPE accreditation standards at last visit in September, 2011 including those on faculty development and received an 8 year accreditation.
- Campus has 7 health science disciplines on the same campus
Types of Faculty Positions

- **Adjunct** – usually non-paid or partial FTE funding - example – clinician at a hospital or clinic who may teach a few lectures or precept pharmacy students

- **Modified title** – usually has clinical in the title – non-tenure track and may have special university requirements for continuation – example – co-funded positions between two institutions (university and practice site)

- **Non-modified title** (e.g., Assistant Professor) – may be non-tenure track or tenure track depending upon university faculty appointment policies
Why Choose a Career as a Faculty Member?

- Highly rewarding academic career
- Varied responsibilities with high autonomy
- Continued professional and personal development throughout one’s career (*you get to constantly learn*)
- Creativity valued
- High quality of life
- Best job in the world!
- Do you have the right stuff?

**Question** – Tenured faculty have substantial job security – True / False
Expectations of Faculty

- Funding expected to be generated by faculty member
- Research and scholarship requirements
- Teaching loads – didactic, laboratory, and experiential
- Committee participation requirements
- Professional organization service and national prominence
- Outreach – presenting continuing education, volunteer activities, etc.
- Collegiality
What is the Right Stuff?

What do chairs want in a candidate?

- Character
- Curiosity
- Strong work ethic
- Positive attitude
- Good communications skills
- Publications and research experience
- A strong desire to teach with established teaching skills from residency training
What is the Right Stuff? (continued)

- What do chairs want in a candidate?
  - Clinical expertise
  - Effective as a team member
  - Collegiality
  - Problem solvers who seek help when needed
  - Stability
  - Long-term focus
  - Balance in life
  - Flexibility
Scholarship and Research Expectations

- Qualifications for non-tenure track candidates:
  1. PGY1 and PGY2 Residencies
  2. Publish PGY1 project
  3. Publish review article or case report
  4. PGY2 project organized to write for submission
  5. Tentative ideas about research interests and the resources needed

Question – Non-tenure track faculty are on a yearly contract – True / False / Maybe
Scholarship and Research Expectations

Qualifications for a tenure track position:
1. PGY1 residency (PGY2 Residency helpful)
2. 2-3 year post-doctoral fellowship
3. Master’s degree with a research focus
4. PGY1 project published and 3 or more papers published from fellowship
5. Tenure track job responsibilities heavily focused on research with about 75% of positional time
6. Have a proposed grant ready to submit to a national funding source in preparation for an NIH K development award
Teaching Qualifications

- Residents completing a rigorous teaching skills program are 2 to 3 years ahead in teaching skills and ability (see Romanelli, et al)
- Seek an ASHP accredited residency with a defined teaching skills program
  - Teaching philosophy
  - Background and experience in various types of teaching
    - active didactic
    - experiential
  - Assessment methods
    - writing and measuring performance based on course objectives
  - Preceptorship by teaching expert
Clinical Service Qualifications

- Completion of an ASHP accredited PGY1 pharmacy practice residency
- Completion of an ASHP accredited PGY2 specialty practice residency
- Board certification in pharmacotherapy or specialty area (either eligible or already certified)
- Some background in service development helpful if developing new service at a practice site
- Flexibility in balancing practice, research, and teaching
Collegiality

- One of the most consistent internal issues for promotion
- All faculty want an approachable colleague that they can trust and respect, and with whom they want to interact on a regular basis
- Requires a level of character and values that demonstrate respect for self and others
The Process of Finding and Hiring - Searching

- Funding and budget justification
- Compliance with university hiring and search policies
- Advertise and recruit the position – ASHP, ACCP, AACP
- Candidates submit a letter of intent, curriculum vitae, summary of research interests, and references
The Process of Finding and Hiring – Interviewing and Hiring

- Search committee reviews applications and recommends the top 3 candidates for interview
- On-site interview including seminar (focus on research)
- All interviews complete, search committee recommends acceptable candidate(s) to chair and dean for their selection for appointment
- Negotiations with the candidate(s) begin with a signed offer and end with a contract
Questions to Ask the Chair/Other Faculty

- Focus questions on the job responsibilities
- What is the breakdown of responsibilities between research and scholarship, teaching, clinical service, and college/professional service?
- What has been the turn-over in the department over the last 3 years? When they leave, where do your faculty go?
- How many faculty work in this practice area? Is there an established practice at the site?
- Question – The faculty seminar should be focused on clinical practice - True / False
Questions to Ask the Chair/Other Faculty

- What are the funding sources for the position?
- How many faculty have been promoted in the last 3 years?
- What does the college/university offer for faculty development?
- Observe faculty collegiality
- Do you like working for the University of ________________?
- Is the location a nice place to live with reasonable cost of living?
Questions to Not Ask

- What is the salary?
- How much professional development funds do you offer?
- How much vacation time do I get?
- Where is the hot part of town?

Why? Most of the financial issues are standard, unless you plan to start a laboratory to develop and perform funded research.

You can see the AACP Annual Faculty Salary Survey online at www.aacp.org.
More Tips

- Do not be critical of the community (remember the faculty and chair live there)
- Do not be negative about where you trained
- Dress appropriately and conservatively, not flamboyantly
- If alcohol is served with a dinner, limit yourself to one drink
- Remember to eat, hydrate, and get proper rest
- Do your homework about the college and faculty prior to an application and especially before an interview, review the college mission and vision statements, visit website
Final Advice

- Have an open mind
- Think of yourself as what you want to be – first – a scientist, second – a teacher, third – a clinician
- “Begin with the end in mind” (Covey – Seven Habits of Highly Effective People)
- You need to communicate clearly what you plan to contribute to the department, college, university
- Never commit to a job that cannot support your teaching, research and scholarship and clinical service (3 areas if possible) – in other words, become an expert
- Consider how you fit with the people you met during the interview
Some Resources

- **Making the right moves: A practical guide to scientific management for postdocs and new faculty.**
  [http://www.hhmi.org/labmanagement](http://www.hhmi.org/labmanagement)

  Am J Pharm Educ 2011; 75(6) Article 122

- **Zlatic TD.** Clinical faculty survival guide. The American College of Clinical Pharmacy, 2010.

- **Covey SR.** The Seven Habits of Highly Effective People.

- **Romanelli F, Smith KM, Brandt BF.** Teaching residents how to teach: A scholarship of teaching and learning program (STLC) for pharmacy residents.
  Am J Pharm Educ 2005; 69(2) Article 20