

American Association of Colleges of Pharmacy
Section of Teachers of Pharmacy Practice
Recruitment and Retention Committee
Final Report
June 2009

Charges:

1. Review other AACP Committee strategies to improve faculty recruitment and retention and consider their relevance to the Section. Make recommendation as how to incorporate those recommendations and strategies into Section planning and programming.
2. Implement one high impact strategy related to faculty recruitment and retention
 - To the extent feasible, develop and implement an action plan for the identified strategy that will help colleges and Schools of Pharmacy with recruitment and retention efforts.
3. Collaborate with the Chemistry Section on their new faculty mentoring initiative and determine if and how our Section can contribute to and/or benefit from this effort (Contact: Robin Zavod).
4. Prepare a report inclusion in Section business meetings at the 2007 ASHP Midyear Clinical meeting and 2009 AACP Annual Meeting.

Membership:

Terri Poirier, Chair	2008-09	Southern Illinois Univ.
Joel Marrs	2008-09	Oregon State Univ.
Jacqueline Olin	2008-09	Wingate Univ.
Susan Bruce	2008-09	Albany Coll. of Pharmacy
Pat Howard	2008-09	Kansas
Brigitte Sicut	2008-09	Virginia Commonwealth
Brian Buck	2008-09	Georgia
Deepti Vyas	2008-09	Missouri-Kansas City
Kim Cappazzo	2008-09	Virginia Commonwealth
Gail Spahn	2008-09	Touro College of Pharmacy

Report:

- The Task Force convened once via teleconference and conducted most of its work via email.
1. The Task Force submitted three proposals for roundtable discussions on mentoring at the AACP Annual Meeting. (Appendix A). These three proposals were accepted. Terri Poirier moderated the mentoring onsite clinical and tenure track faculty table; Deepti Vyas moderated the mentoring distance faculty table; and Joel Marrs moderated the mentoring from a mentee's perspective.
 2. Deepti and Kim identified questions to evaluate the success of the Chemistry collaborative. These questions included the following:

1. How are you planning on determining if the program is meeting the mentees goals?
2. How are you planning on determining what the mentees goals are for the program?
3. Does the time invested by you and others appear to be worth the benefits?
4. What incentives if any did you offer to faculty for participating in the mentoring program?
5. If no incentives were offered, do you think that incentives would have improved the success of the program?
6. What challenges were encountered in the program?
7. Would you recommend that other Academies pursue a mentoring program such as this?
8. Do you have any pearls of advice for others developing a program such as this?
9. Are you planning on evaluating the program on issues such as: if the mentor met the stated responsibilities for being a mentor?... how effective was the mentor? Did the program result in research collaborations or teaching collaborations? etc. If so, what format are you planning to utilize?

It is our understanding that the collaborative is on hold and has not been implemented.

3. Joel and Brigitte summarized strategies recommended by other AACP committees to improve recruitment and retention efforts over the last four years. (Appendix B

Appendix A

AACP Task Force on Faculty Recruitment and Retention

Proposal for 3 Roundtable Discussions

Title: “Mentoring Pharmacy Practice Faculty for Success in Academia”

Description: Three separate roundtable facilitators will briefly present their mentoring programs and the remaining time will be devoted to an informal discussion with the individuals at the roundtable. Discussion should focus on the objectives outlined below.

Objectives:

Roundtable one –Mentoring Onsite Clinical and Tenure Track Faculty

Moderator: Terri Poirier

1. Describe factors for successful mentoring.
2. Describe considerations in established versus new School of Pharmacy.
3. Describe considerations when predominantly junior faculty exist.
4. Describe the role of the mentor and the mentee.
5. Identify types of mentors that are effective in ensuring academic success (mentors for teaching, scholarship, service, and personal).

Roundtable two –Mentoring Distance Faculty

Moderator: Deepti Vyas

1. Describe a successful mentoring program.
2. Describe considerations in established versus new School of Pharmacy.
3. Describe considerations when predominantly junior faculty exist.
4. Describe how to recruit faculty to serve as mentors.
5. Describe characteristics of an effective mentor-mentee relation.
6. Describe unique challenges for distance faculty.

Roundtable three – Mentoring from a Mentee's Perspective

Moderator: Joel Marrs

1. Describe what a mentee desires in a mentoring relationship.
2. Describe considerations when predominantly junior faculty exist.
3. Describe the characteristics of an effective mentor-mentee relation.
4. Highlight key issues for tenure-track and non-tenure track faculty
5. Describe the responsibilities of a mentee.

Appendix B

Summary of AACP Faculty Recruitment and Retention Initiatives 2004-2007

- 2006-2007 Council of Faculties
 - Made many recommendations to increase the number of pharmacists pursuing academia as a career
- 2006-2007 Council of Deans (*Am J Pharm Educ.* 2008;72:Article 34)
 - Reported on current and future faculty shortage
 - Looked at curricular trends that would impact faculty needs as well as training programs that could increase the supply of graduates going into academic careers.
- 2005-2006 Argus Commission and the Academic Affairs, Professional Affairs, and Research and Graduate Affairs Committees
 - The pre-professional curriculum, both length and content.
 - The availability of faculty in specific content or skill areas required for the professional and/or graduate curriculum.
 - The presence or absence of a graduate program in the pharmaceutical sciences.
 - The development of clinical scientist training programs, either post-PharmD or dual degree.

- Increasingly, practice faculty, who have a pharmacy education background are asked to step in to teach content or skills to students because new pharmaceutical sciences faculty do not have a pharmacy education background and are not prepared to provide content or skill instruction that is required in the professional curriculum.
- If no faculty resources are available, colleges/schools may eliminate curricular content areas and add new areas that are more synchronous with faculty interests. What impact this may have on desired educational outcomes is unknown, but it should not be assumed that the outcome would be negative.
- AACP should charge a committee or task force to explore the opportunities and barriers, including intellectual property and faculty conflict of interest and commitment concerns, of forming regional or national consortia for the production and offering of curricular content via synchronous and asynchronous electronic-mediated methodologies.
- One dilemma facing pharmacy programs, particularly those at research-intensive universities heavily invested in graduate education is the question of continued funding for graduate programs where external funding from federal agencies is difficult to obtain.
- 2006 Report of the Board of Directors to the AACP House of Delegates
 - AACP in partnership with Wal-Mart launched a competitive scholarship program that supports the attendance and active participation of students, residents, and fellows at the AACP Annual Meeting and Seminars to help identify candidates for future faculty positions
 - Programming at ASHP Midyear annually focused on academia as a career
 - An electronic repository of resource materials on specific topics germane to pharmacy education has been created on the AACP website
- 2005 Report of the Board of Directors to the AACP House of Delegates
 - Top priority goal is the recruitment, development and retention of a diverse and highly capable faculty and academic/professional staff to advance teaching, research and practice
 - Focus on next generation is also key to insuring an adequate supply of qualified faculty and two new strategies were implemented in 2004-05.
 - American Association of Pharmaceutical Scientists Annual Meeting incorporated a theme of “Prescription for a Rewarding Career”
 - Wal-Mart Annual Meeting Scholarship Program
 - The first class of Academic Leadership Fellows complete their year-long program of professional development at the 2005 AACP Annual Meeting
- 2004-2005 Report of the Research and Graduate Affairs Committee
 - A major recommendation to all colleges/schools of pharmacy is to examine their current organizational structure for faculty research administration and graduate

and professional education and training programs in view of the proposed interdisciplinary structure for solving the complex problems in biomedical and pharmaceutical research.

- The Roadmap's focus on interdisciplinary approaches to research is consonant with the potential strengths of academic pharmacy, and offer opportunities for increased research funding for all pharmacy faculty, not just the laboratory-based pharmaceutical sciences.
- The small numbers of graduates each year along with the increasing demand for program graduates in academic pharmacy and the pharmaceutical industry has inhibited the growth of postdoctoral positions in the discipline, although some graduates take postdoctoral fellowships in another non-pharmacy discipline.
- Each institution must strategically discuss and determine whether multi- and/or interdisciplinary research and graduate education is to be a major focus of its future mission.
- Each institution must determine whether they have the faculty with the appropriate diversity of expertise and interest to participate in collaborative multi- or interdisciplinary research, the facilities to conduct that type of research, and the organization and leadership required to coordinate the efforts necessary to successfully compete in the collaborative research environment of the future.
- If a more interdisciplinary research environment is a desirable goal for the future, the faculty should examine and modify if necessary, the evaluation metrics for individual faculty research productivity for promotion and tenure decisions. This must be done in the context of the university's requirements.
- Institutions that do not have the appropriate resources to develop multi- or interdisciplinary research within the institution should develop desirable interdisciplinary research foci in partnership with other university academic units. In order to maintain college/school of pharmacy faculty identity within a multi-unit interdisciplinary effort, it is important that faculty bring strong research expertise into the partnership.
- 2004-05 Academic Affairs Committee key recommendations
 - Provide a structure by which students can be actively engaged in AACP activities, including programming at the national meeting.
 - Continue and enhance organizational programming at national meetings (e.g., AACP, ASHP, AAPS) that focus on the academic careers in pharmacy
 - Enhance student exposure to academics at the school level through such mechanisms as academic internships, elective professional development seminars.
 - Encourage schools to embrace a requirement that all students complete a small-scale research project to provide exposure to this important aspect of academic life and scholarship.

- Develop a national student organization to support students interested in an academic career similar to existing professional organizations that focus on other areas of practice.
- AACP should establish a network of “academic liaisons” at each member institution, similar to the current network of “research liaisons,” to enhance communication among institutions and provide a conduit by which information about best academic practices may be shared.
- The proposed joint Council of Deans-Council of Faculties committee on faculty workforce should prepare a compilation of model academic internships and establish a process to evaluate longitudinally the success of such internships as measured by the percentages of participating students continuing their education at the postgraduate level and, eventually, securing faculty positions in pharmacy colleges and schools
- The proposed joint Council of Deans-Council of Faculties committee on faculty workforce should 1) prepare a compilation of model programs and initiatives, such as orientation programs, certificate programs, course sequences, structured teaching opportunities, intended to prepare graduate students, residents, and fellows for academic teaching roles; 2) develop guidelines for the development, implementation, and enhancement of such programs, and 3) establish a process to evaluate the success of such efforts as measured by the percentages of participating students securing faculty positions in pharmacy colleges and schools.
- A future Research and Graduate Affairs Committee or some other task group should be charged to 1) review the status, use, and evaluation of teaching assistants, distinguishing between those with pharmacy backgrounds and those without pharmacy backgrounds; 2) prepare a compilation of strategies at member institutions to educate graduate students lacking a professional background and/or degree in pharmacy about the profession and the role their scientific disciplines play within the profession; and 3) develop a model education and skill development program for teaching assistants to insure individual growth and ensure maximal impact on the educational offerings in which he or she participates.
- The proposed joint Council of Deans-Council of Faculties committee on faculty workforce should consider surveying Association members who have pursued academic life after being in the profession in another capacity to learn how to best encourage more individuals currently in the practice of pharmacy, pharmaceutical industry, or other capacity to consider a change to an academic career.
- A future Academic Affairs Committee or some other task group should be charged to prepare a compilation of strategies at member institutions to educate new faculty members lacking a professional background and/or degree in

pharmacy about the profession and the role their scientific disciplines play within the profession.

- A future Academic Affairs Committee or some other task group should be charged to review the status of peer teaching evaluation mechanisms and other faculty teaching skill development and assessment programs at member institutions and develop guidelines for their continual improvement and enhancement.
- The AACP Council of Faculties should update the “Academic Life” series of brochures developed in the late 1980s and early 1990s to include a series of Web pages with ones dedicated to sabbaticals and leaves with emphasis on planning for a sabbatical with a checklist of questions for consideration and links to funding opportunities.
- A future Academic Affairs Committee or some other task group should be charged to conduct an exploratory, descriptive study to define the various purposes, benefits, and outcomes of sabbaticals for pharmacy educators.
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- 2004 Final Report and Recommendations of the 2002 AACP Task Force on the Role of Colleges and Schools in Residency Training
 - Task to examine the overall issue of the role of colleges and schools of pharmacy in residency training, to explore creative ways to expand residency and fellowship programs, and to propose ways that schools and colleges can work within the existing residency training program structure to enhance the number of individuals who are prepared to assume faculty positions.
 - AACP supports the inclusion of graduate pharmacy education (specifically, one (PGY1) and two year (PGY2) residencies (or entry level and advanced practice residencies) and fellowships) in the mission of all member institutions.
 - AACP should assist colleges and schools of pharmacy in marketing graduate pharmacy education programs to experienced practitioners who may want to expand their scope of practice and acquire additional clinical and teaching skills and/or re-enter the job market after a time away.
 - AACP should recommend to ACPE that it modify its standards to require that all full-time pharmacy practice faculty have a Pharm. D. or equivalent degree plus a minimum of one year of graduate pharmacy education or equivalent practice experience. It is anticipated that as the opportunities in graduate pharmacy education increase, this requirement will increase as well.
 - AACP should encourage colleges and schools of pharmacy to work with all residency programs to provide opportunities for residents to develop teaching skills.
 - AACP should assist colleges and schools of pharmacy in developing innovative models of residency education that provide more intensive training in teaching, both didactic and experiential, and assessment of learning, as well as research, to

specifically prepare residents for faculty positions. Furthermore, AACP should work with ASHP to facilitate accreditation of such programs.

- On an ongoing basis and in collaboration with other organizations, AACP should address sharing information on innovative graduate pharmacy education programs and the ways they are funded, particularly for programs that focus on developing future pharmacy faculty by integrating teaching skill development throughout the program and/or integrating general and specialized practice training and research activity. AACP should also assist schools and colleges in promoting such residencies to qualified pharmacy students and in mentoring students and residents who show an interest in becoming future faculty.
- 2001–2003 Argus Commission Report (Am J Pharm Educ 2002; 66:7S-11S)
 - Recommends that AACP invite graduate and professional students to AACP Meetings and appropriate Teachers Seminars and present sessions designed to inform them of the values of academic careers
 - Recommends that AACP initiate discussions with the American Society of Health System Pharmacists (ASHP) and the American College of Clinical Pharmacy (ACCP) with the goal of improving teaching skills of residency and fellowship preceptors, and partnering with them to actively encourage those residents and fellows with aptitude and interest to pursue an academic career