

American Association of Colleges of Pharmacy
Section of Teachers of Pharmacy Practice
Scholarship/Research Development Task Force
Final Report
June 2009

Charges:

1. Use the findings from The Report of the Section's Subcommittee on Scholarship/Research Development (published in AJPE), The Report of the AACP Educating Clinical Scientists Task Force and the Council of Faculties and Council of Deans AACP Task Force on Faculty Workforce as a basis for strategic initiatives for developing research and scholarship in pharmacy practice faculty .
2. Prepare a report inclusion in Section business meetings at the 2008 ASHP Midyear Clinical meeting and 2009 AACP Annual Meeting.

Membership:

| | | |
|----------------------|----------|----------------------|
| Steven Stoner, Chair | 2008-09 | Missouri-Kansas City |
| Kristin Watson | 2008-09 | Maryland |
| Michael Peetters | 2008-09 | Toledo |
| Wendy Cox | 2 008-09 | UNC |
| Nancy Murphy | 2008-09 | Washington |
| Michael Burton | 2008-09 | Oklahoma |

1. Recruitment

Students:

- Promote academia as a career choice earlier in the student curriculum
 - Earlier introduction to students within the curriculum
 - Consider “grand rounds” type programming
 - Promote the significance of post-doctoral training, discuss ASHP 2020 initiatives to have all PharmD graduates to have PGY1 training
 - Market careers in academia
- Offer dual degree PharmD/PhD programs
- Build and sustain multidisciplinary involvement and involvement with other pharmacy schools
- Institutions could work together by using distance learning to provide core curricular coursework to students

Faculty:

- Critical assessment of faculty candidates
 - promote hiring of PGY1/PGY2 trained faculty or equivalent fellowship experience
 - ensure ACPE standards met

The following should be used as a mechanism to make applicants aware of the available resources and expectations for scholarship.

- Convey clear and explicit expectations to faculty
- Provide funding to achieve scholarship goals (ex. funding to participate in a training program)
- Encourage and support faculty in participating in national research training programs such as ASHP Bootcamp or ACCP's fit program
- Tailor opportunities for scholarship based on faculty member's unique background, training, and aspirations
- Programs should highlight in their recruitment strategies any training programs that they will offer to their faculty as discussed elsewhere in this document for the development of their research skills

2. Assessment

These are suggestions based on experience which may be helpful in selecting and developing new faculty.

1. Evaluation of transcripts from doctor of pharmacy program and other transcripts prior to entrance to the doctor of pharmacy program to determine academic achievement, leadership, and any research courses completed during curriculum.
2. At a minimum, two years of post-graduate residency training should be completed, with the additional training of a fellowship and/or graduate masters degree (this training allows for resident teaching and research project completion and publications (1 for each PGY-1 and PGY-2 year).
3. For tenure track faculty only consider fellowship trained individuals especially those with completion of additional graduate courses or a master's degree in an equivalent of clinical and translational science.
4. Scientific and educational references that can provide meaningful evaluations, i.e., residency directors and senior faculty.
5. Applications packets should include a cover letter of intent, curriculum vitae, a separate summary of research completed or in progress, grants submitted and/or funded, and peer-review scholarship published.
6. The candidate should submit ideas for 3 potential hypothesis driven research projects with proposed resources to complete these projects (money, personnel, equipment, etc.)
7. Each candidate should develop and submit an individual faculty development plan that includes the domains of teaching, research and scholarship, and professional service.

These plans should use the following format:

| | |
|--------------|--|
| Plan Format: | <u>Goal A (B, C, etc): (Teaching/Learning, etc):</u> |
| | Requirements to complete goal: |
| | Learning objectives for goal: |
| | Resources needed to complete goals: |
| | Timelines: |
| | Objective success measures: |

8. All new faculty should have a more extensive orientation to the collaborative research opportunities existing on their respective campuses with other college or campus faculty and meet with the chair at least quarterly during the first year to ensure progress.

9. Efforts should be made to obtain loan repayment through the Bureau of Health Professions (HRSA) or NIH (50% of time devoted to clinical research)
10. A guideline for evaluation of faculty will be developed within a few weeks to add to this document

3. Development

Faculty Development: Strategic initiatives/recommendations that address the resource, opportunity and environmental barriers.

1) Role of AACCP

- A. Create a centralized website which provides current information and links to faculty development programs and resources

Examples include:

- “Model Program of Faculty Development” (Report of the Council of Faculties Academic Affairs Faculty Development Committee: published in AJPE Winter 1989)
 - ASHP Research Boot Camp
 - ACCP Research and Certificate Program
 - University of Tennessee Faculty Development Program
 - University of Washington Medical Education and Biomedical Informatics Teaching Scholars Program
 - Midwestern University Chicago College of Pharmacy Scholarship Committee
 - Clinical Pharmacy Centers of Excellence
 - Community- Campus Partnerships for Health (Community-Based Participatory Research, Just Connections Toolbox, Measures for Community Research))
- B. Provide links to funding organizations, including those particularly receptive to practice-based, teaching, and integrative scholarly projects.
 - C. Provide similar links to journals, and other publications
 - D. Promote information exchange for residency programs, fellowships, and graduate programs
 - E. Continue to promote meeting programming and publications focused on faculty development/advancement

1) Role of Individual Schools and Colleges:

- Provide protected time and funding for faculty to participate in faculty development programs and engage in scholarship and research
- Raise awareness of faculty interests/research areas to promote further collaboration on research projects, teaching innovations, and joint

authorship on publications (e.g., Center for Health Sciences Interprofessional Education (Washington) and Scholarship Committee (Midwestern University, Chicago). Create special interest research groups; facilitate mentor pairings (University of Illinois, Chicago)

- Regularly disseminate information to faculty on University/college faculty development programs and workshops, funding opportunities, and publication proposals, via e-mail or other forms of communication (*Opportunity/Environment*)
- Communicate clear expectations for promotion and tenure; individualize faculty development activities based on department expectations of that faculty member
- Consider implementing a program similar to the “Individual Faculty Development Program” that addresses personal development, research skill development, clinical practice development and educational skill development and also provides seed grants and technology support (University of Tennessee College of Pharmacy)
- In addition to enhancing skills in research design and methodology, address areas such as connecting Boyer’s expanded definition of scholarship to a faculty member’s area of expertise and interests, time management, team building, conducting a scholarly project in a fast-moving, patient care setting, poster and podium presentations, and writing for publications. This could be facilitated either individually or in seminars by faculty who have achieved success in this area (Midwestern University, Chicago)
- Assess the effectiveness of college efforts in faculty development and continue to share information with the academy on “lessons learned” and “successful practices,” via additional meeting programming and publications

4. Mentoring

- Each school of pharmacy should develop a mentoring program
- Protect time to allow development, research, and scholarship to allow time for more senior faculty to train their mentees and enhance their own skills
 - allow release time, sabbaticals
 - shared teaching load
 - flexibility
- Faculty mentoring resources
 - University level resources, formal mentoring programs
 - collaborative partnering with senior members within institutions
- Provide incentives for serving as a mentoring: examples can include monetary compensation or providing dollars to travel to meetings, purchase textbooks or software. (There would need to be a formalized process in place so that assure faculty are providing mentorship to their mentee.)
- Each department chair should tailor opportunities for scholarship based on faculty member's unique background, training, and aspirations
- Foster collaborative relationships to expose new faculty to research (co-authors/co-investigators/assist in grant writing)
- Advertise and promote training and certificate programs to junior faculty members (such as ACCP Academy, ASHP Research Boot Camp, local grant-writing and scholarship skills workshops)
- Introduce new faculty to all four types of scholarship (discovery/application/engagement, integration, and teaching & learning). Convey a broad framework for research and provide local examples of other faculty doing different types of research – not just “discovery” scholarship.

5. Productivity

1. Provide clear expectations for the productivity of the faculty position at the time of recruitment and subsequent hiring.
 - a. Promotion and Tenure
 - Clear identification of Scholarship / Research expectations for the institution
 - Clarity regarding the types of scholarship (i.e. Boyer's) the institution values in their guidelines for Promotion and Tenure

- Provide examples of lesser-known scholarship types (i.e. institutional faculty research grants for new faculty)
- b. Workload Guidelines
 - Guidelines for time commitments towards teaching, practice, service, and research
 - Allow adequate release time or flex-time to concentrate in focused areas
- 2. Provide adequate support for faculty to successfully attempt and develop research. This includes but is not limited to key elements in start-up packages, support personnel such as a biostatistician, and funding to participate in research development programs.
 - a. Space for teaching and research activities.
 - b. Time (release time, sabbaticals)
 - c. Support Personnel (ex. biostatistician)
 - d. School supported residents
 - Benefit for faculty: manpower- use residents to assist in scholarship
 - Benefit for residents: Exposure to scholarship, demonstrate pen-to-paper
- 3. Provide and make faculty aware of opportunities to collaborate within a Pharmacy Practice Department/Division, with other colleagues elsewhere in the College of Pharmacy, and other disciplines/colleges/units within the university system for research.
- 4. Provide opportunities to identify and target multidisciplinary collaborations and research opportunities

6. Retention

- 1. Recognize success
 - a. Publicize faculty and their activities
 - b. Broaden teaching – research faculty awards
 - c. Maintain competitive salaries
 - Goal: stay above the 50th percentile of AACP posted salary information