

AACP Faculty Development Task Force
Subcommittee 3
Scholarship/Research Development

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- **Debbie Byrd**, Pharm.D., Assistant Dean & Associate Professor, University of Tennessee.
- **Sharon Youmans**, Pharm.D., MPH, Assistant Professor, University of California at SF.

Subcommittee 3 Charges:

1. Identify the development needs of practice faculty related to scholarship and research.
2. Identify resources already available to address these development needs.
3. Develop recommendations for the Section and for AACP leadership for programming related to the development of research and scholarship in pharmacy practice faculty.
4. Recommendations for Colleges and Schools of Pharmacy on the development of research and scholarship of pharmacy practice faculty.

Approach to the task

On May 15, an e-mail cover letter sent to AACCP Chairs of “pharmacy practice” with a Web based (Survey Monkey) 30-question survey asking that it be forwarded to their faculty.

The questionnaire:

1. Was pre-reviewed by Norman Carroll, Ph.D.
2. Asked faculty to directly address the charges.
3. Asked for some faculty demographics.
4. Asked questions designed to assess attitudes towards scholarship and research.*

* Broadly defined, including *discovery, teaching and integration*.

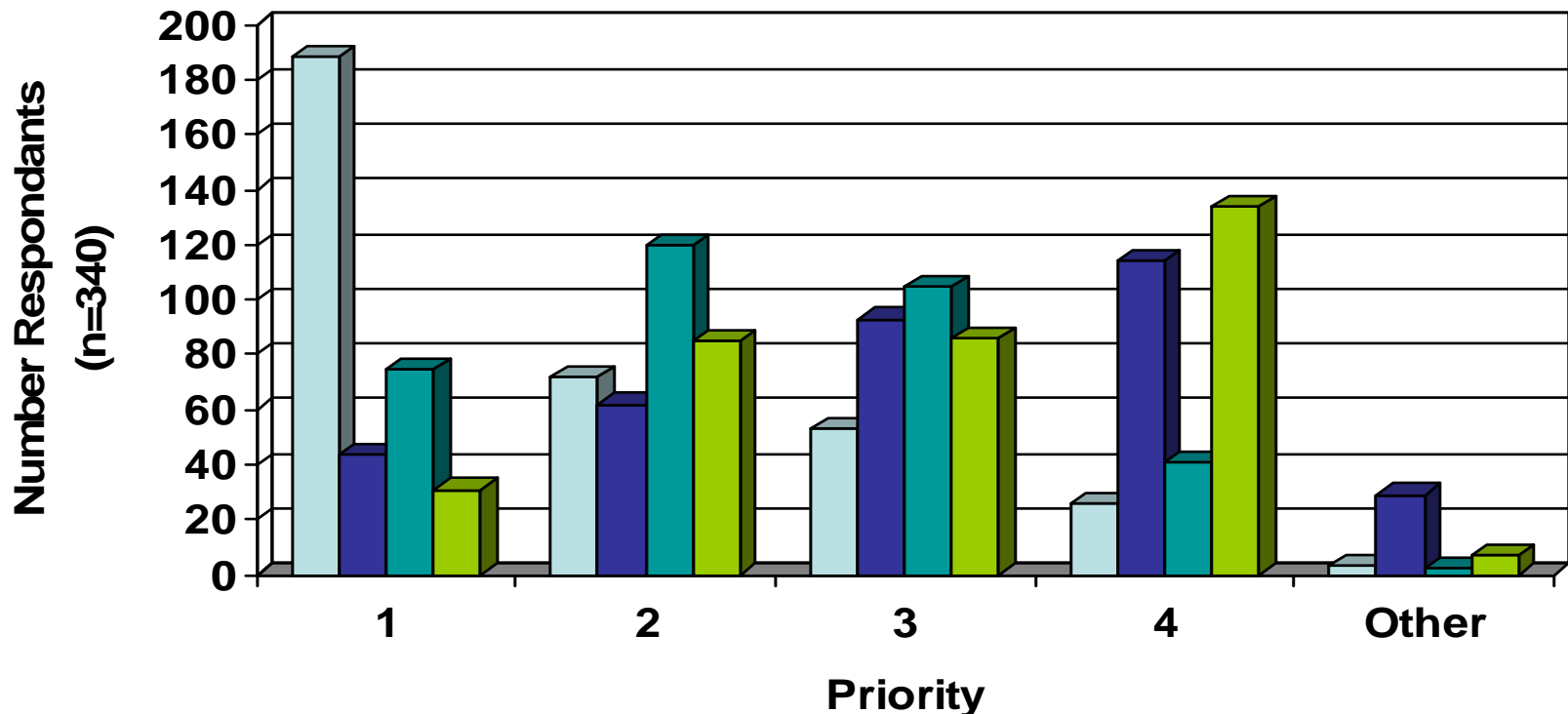
[IRB approval obtained from 3 IRBs.]

Results

- On June 17 the results were downloaded from Survey Monkey
 - 343 responded to question #1
 - 299 responded to question #29.
 - Multiple formatting available. Excel to SQL.
- Results
 - Elimination of respondents (time < 4 minutes)
 - Cross tabulation and stats completed*
 - Manuscript submitted

* JR Robles, Ph.D., Research Associate Professor, VCU School of Pharmacy

Charge 1: What do you regard as your most important “development needs of pharmacy practice faculty related to scholarship and research.”?



Approximately how many months are you "on service" each year?

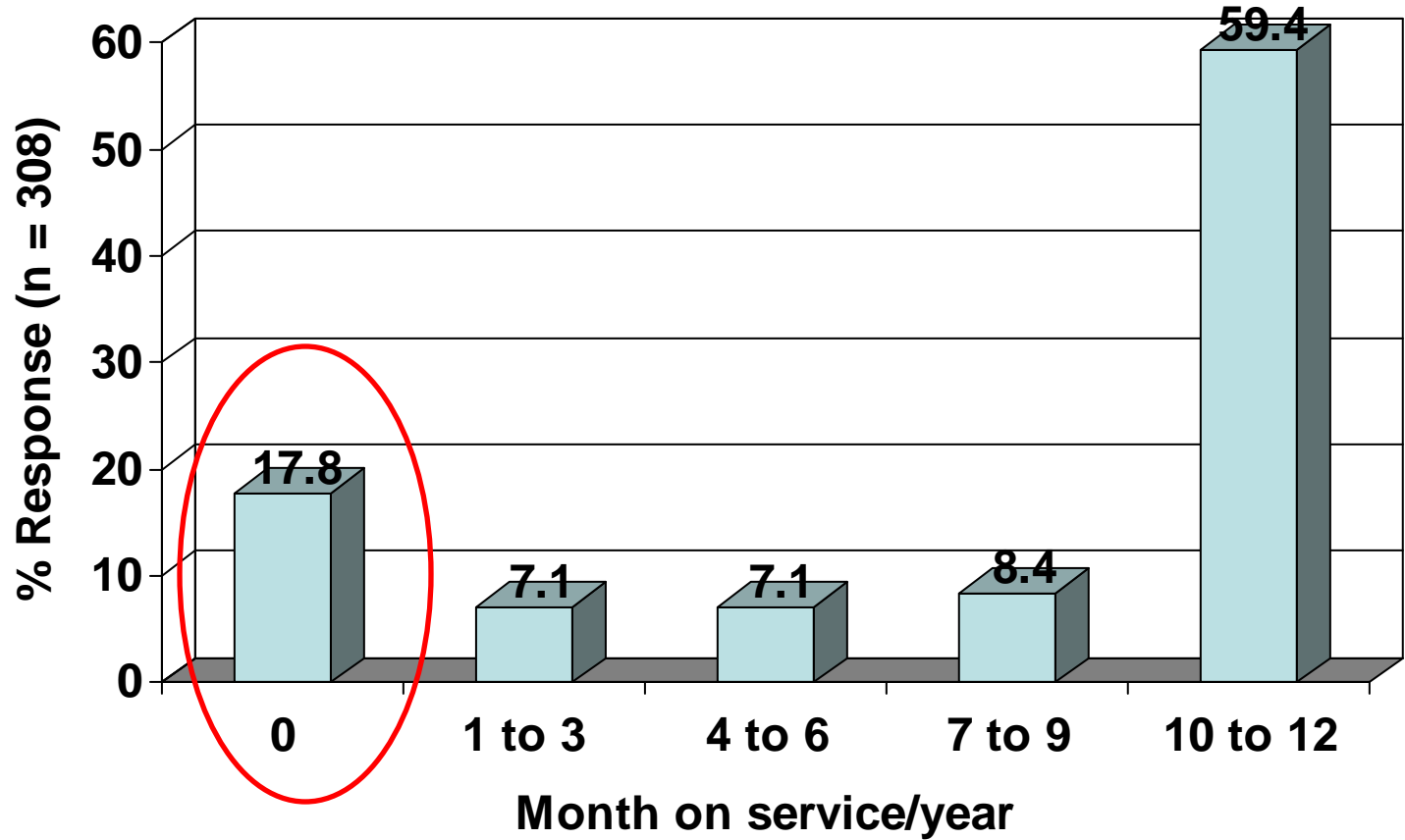


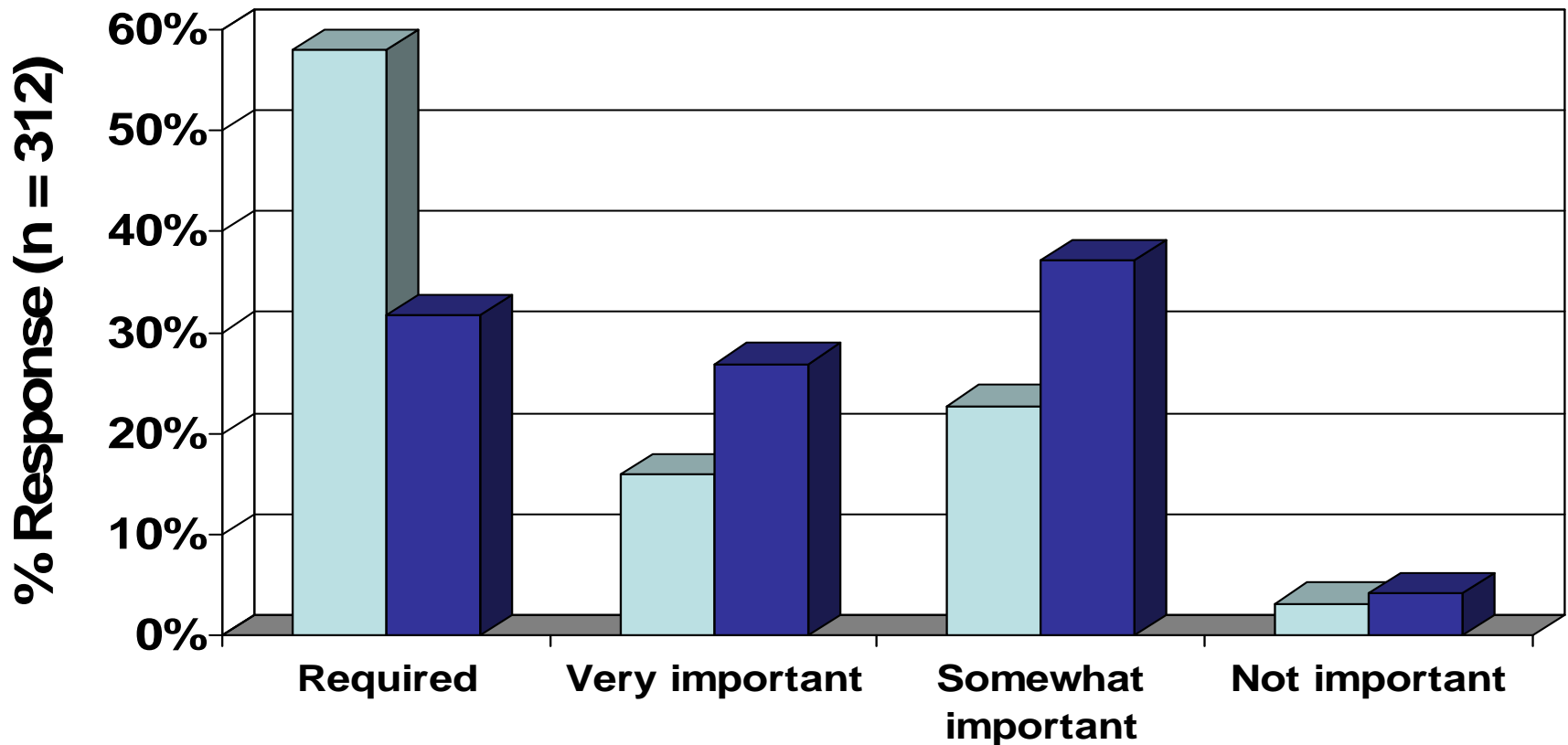
Table 2. Global and subgroup responses to the committee charge number 1 (n = 249): “Identify faculty development needs of pharmacy practice faculty related to scholarship and research.” Bolded cells are significantly different within the subgroups.

Scholarship/research development needs	"More time"			"Didactic courses"			"Collaborators"			"Funds"		
	Mean	SD	p-value	Mean	SD	p-value	Mean	SD	p-value	Mean	SD	p-value
	Global	1.707	0.941		3.108	1.122		2.329	0.973		3.004	1.038
Female	1.767	0.963		3.013	1.153		2.220	0.952		3.119	0.990	
Male	1.593	0.873	0.150	3.302	1.064	0.074	2.500	0.979	0.035	2.814	1.090	0.028
AGE<35	1.780	0.946		3.024	1.127		2.260	0.939		3.098	1.097	
AGE>35	1.619	0.929	0.110	3.257	1.132	0.113	2.407	0.988	0.315	2.867	0.959	0.040
NO PharmD	1.800	1.014		3.133	1.187		2.400	1.121		2.800	1.082	
PharmD	1.701	0.938	0.712	3.107	1.120	0.986	2.325	0.966	0.805	3.017	1.036	0.444
Non-Tenured	1.747	0.951		2.958	1.119		2.259	0.990		3.181	0.999	
Tenured	1.627	0.920	0.288	3.410	1.071	0.002	2.470	0.928	0.098	2.651	1.029	<0.001
Heavy Clinical Load	1.705	0.922		3.029	1.123		2.304	0.990		3.116	1.013	
Light Clinical Load	1.714	1.043	0.742	3.500	1.042	0.010	2.452	0.889	0.304	2.452	0.993	<0.001
Private School	1.667	0.921		3.231	1.172		2.231	0.911		3.000	0.967	
Public School	1.725	0.952	0.692	3.053	1.097	0.180	2.374	1.000	0.293	3.006	1.071	0.878

“You are missing the point with your options. Many of us do not have a passion to do this. We got into academia to teach and practice, not do a lot of research. I don't give a darn about making tenure particularly when Colleges don't seem well set up to respect what I do do well as a non-tenure track person. I have a family that is much more important to me than research. I feel this whole question was formulated by ivory tower academics who are out of touch with clinical faculty.”

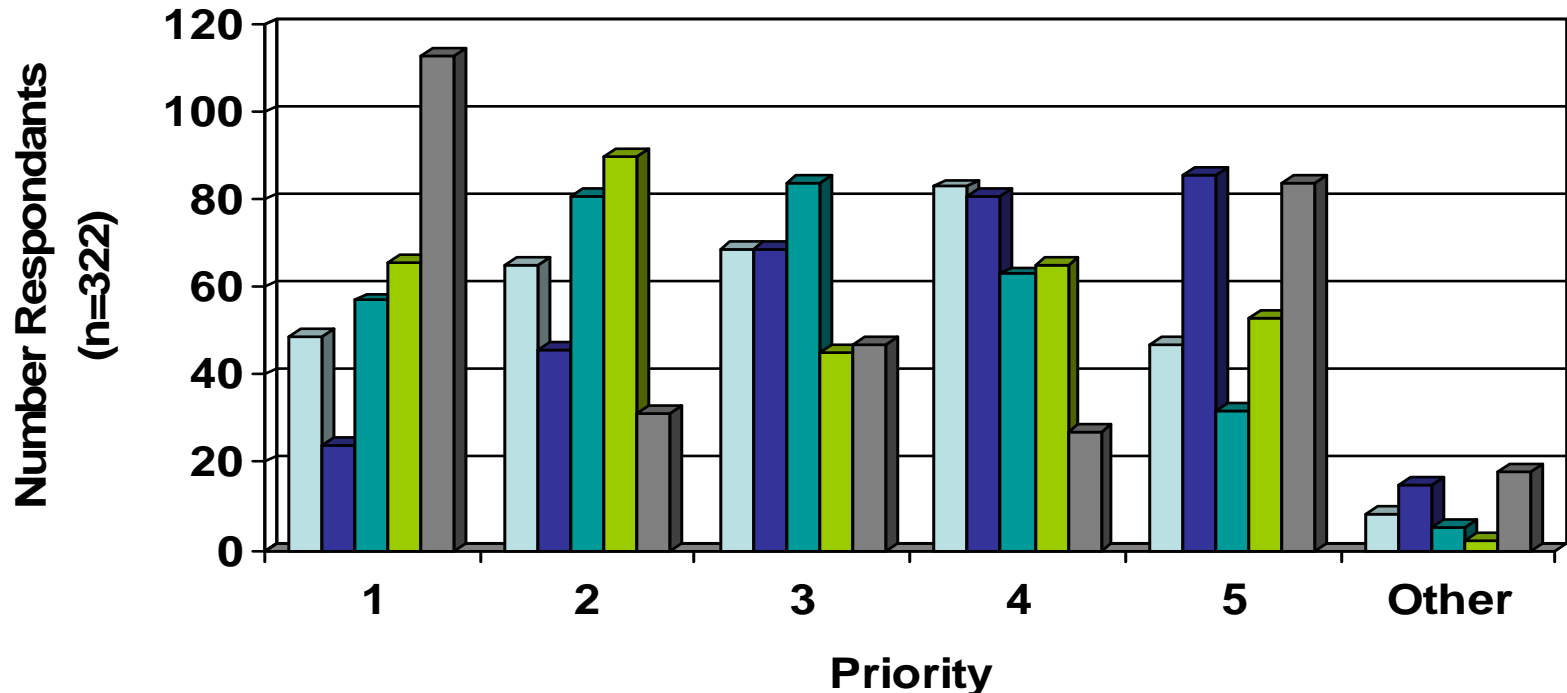
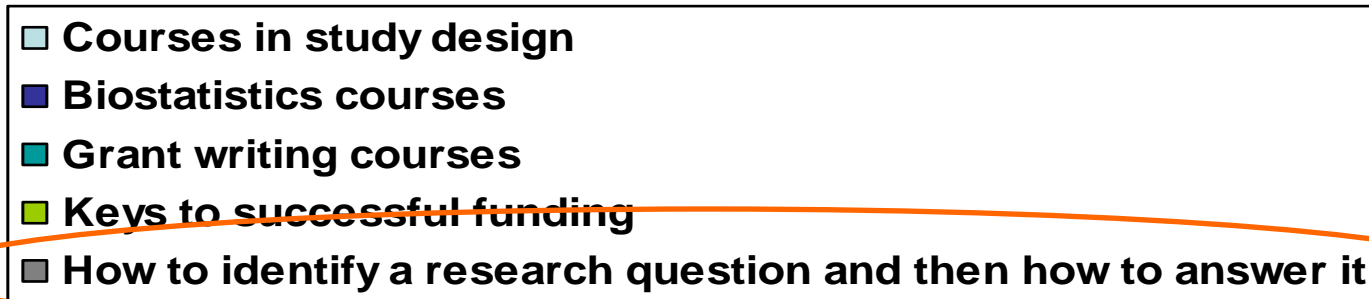
At your institution:

How Important IS Scholarship?
How important SHOULD it be?

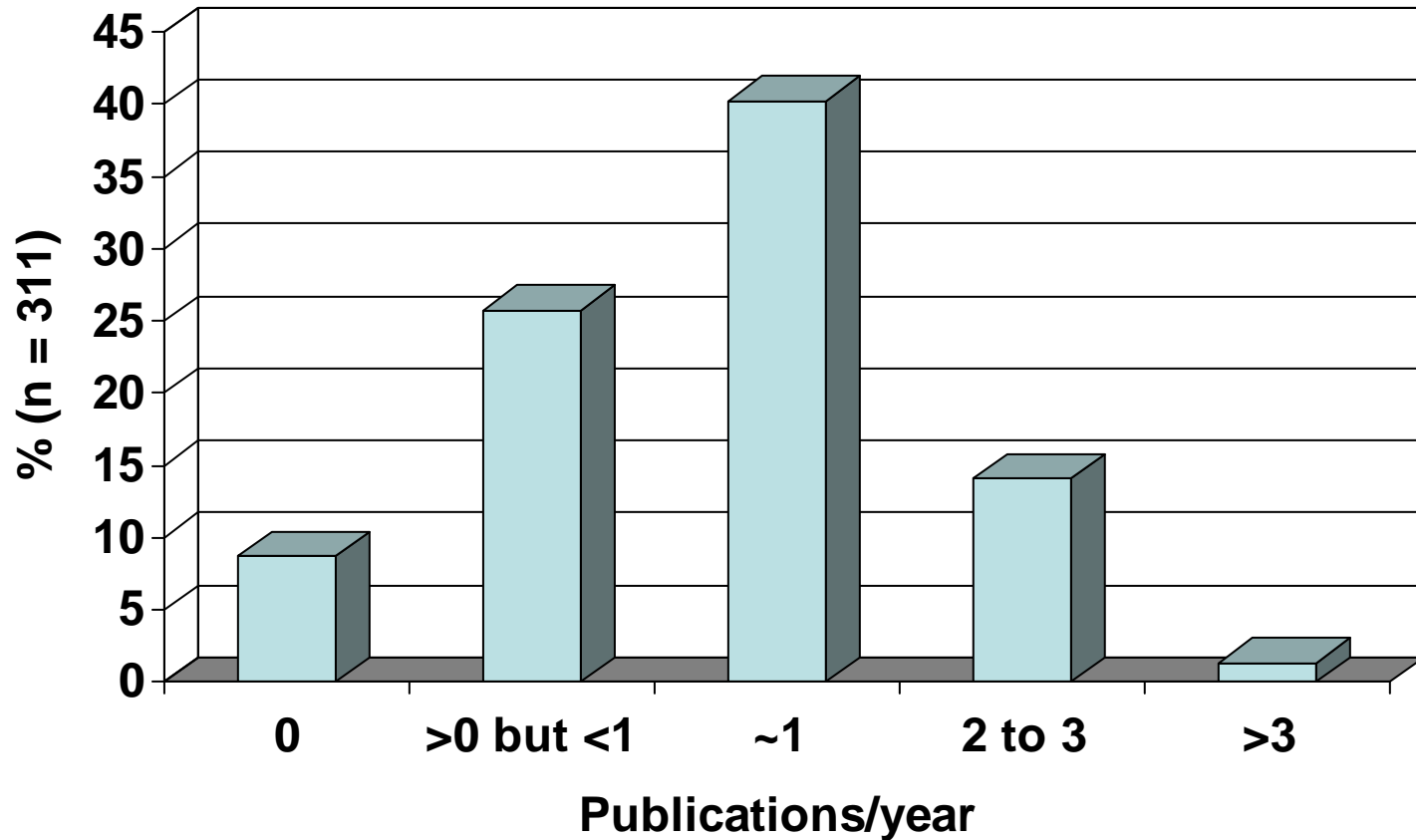


“Why don't we get to feel like we belong too? You have set up an ivory tower club that doesn't want to reward non-tenure track faculty. I find it offensive and sickening.”

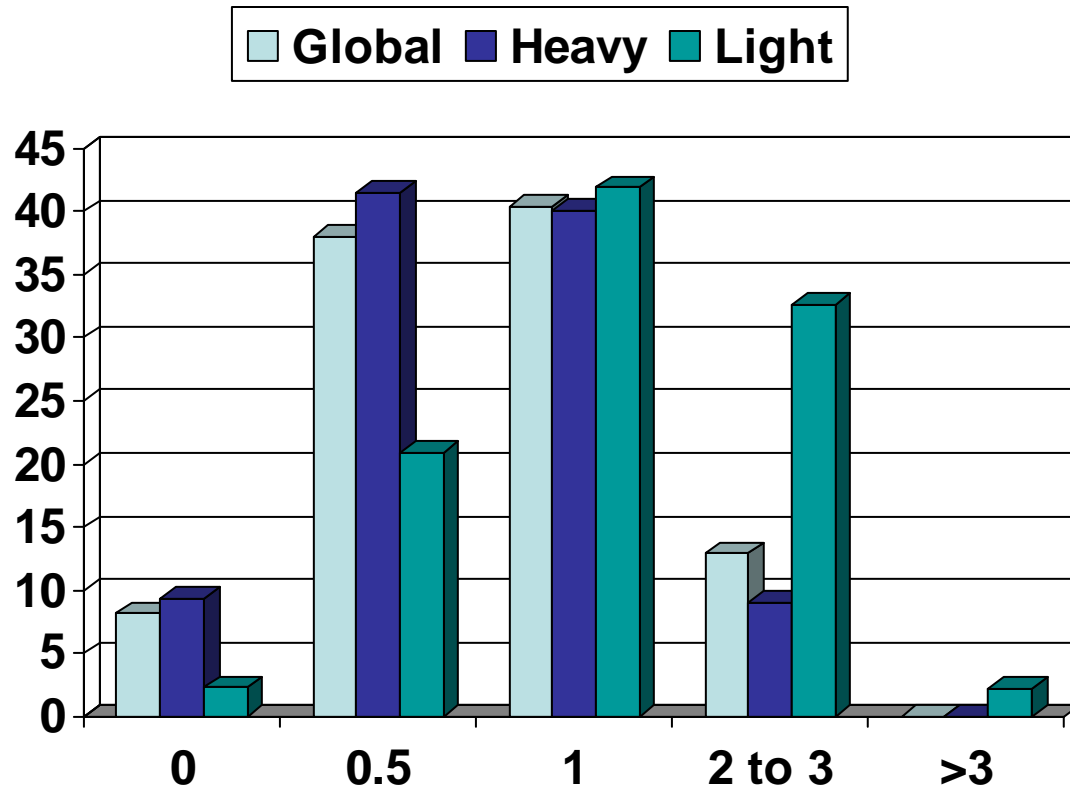
Charge 3: What are your “recommendations to [AACCP] for programming related to the development of research and scholarship in pharmacy practice faculty”.



What [are] a reasonable number of peer-reviewed, primary authorship* publications per year for practice faculty to receive an evaluation of "acceptable" for scholarship/research during annual review?



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Stratified by Clinical Service



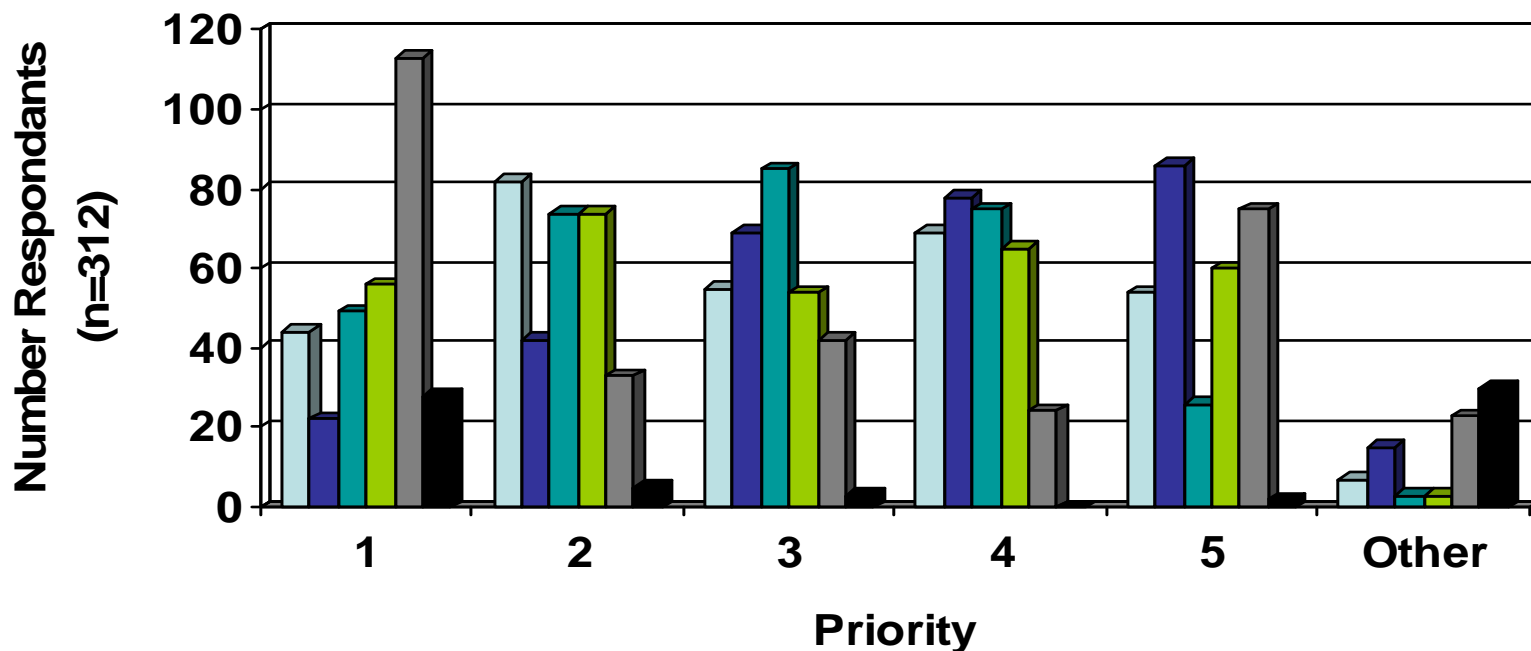
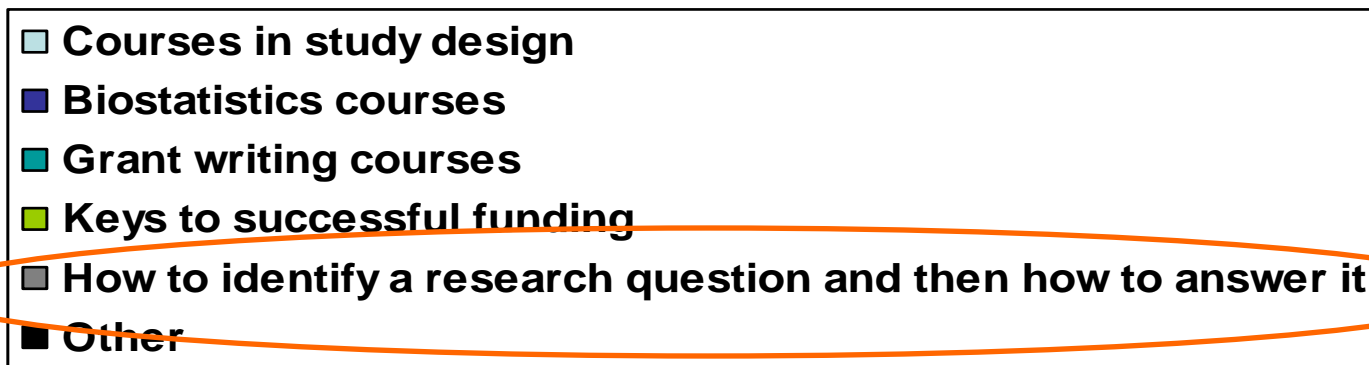
“My answers are based on the expectations and culture at our university (heavily emphasize research) and may not be generalizable to other schools. It seems that traditionally, pharmacy school curriculums train academic pharmacists well to be clinician educators, and for those who choose to be in this area, I think the publication requirement should be less. If we want to become clinician investigators, further didactic training and formal mentorship programs need to be implemented into pharmacy school curriculums or residency/fellowship training programs. Requirements for publication or other scholarly activities should be more.

Thanks for a great survey. Hopefully your responses will shed more light on the interests and needs of pharmacy practice faculty who plan to conduct more research.”

Conclusions

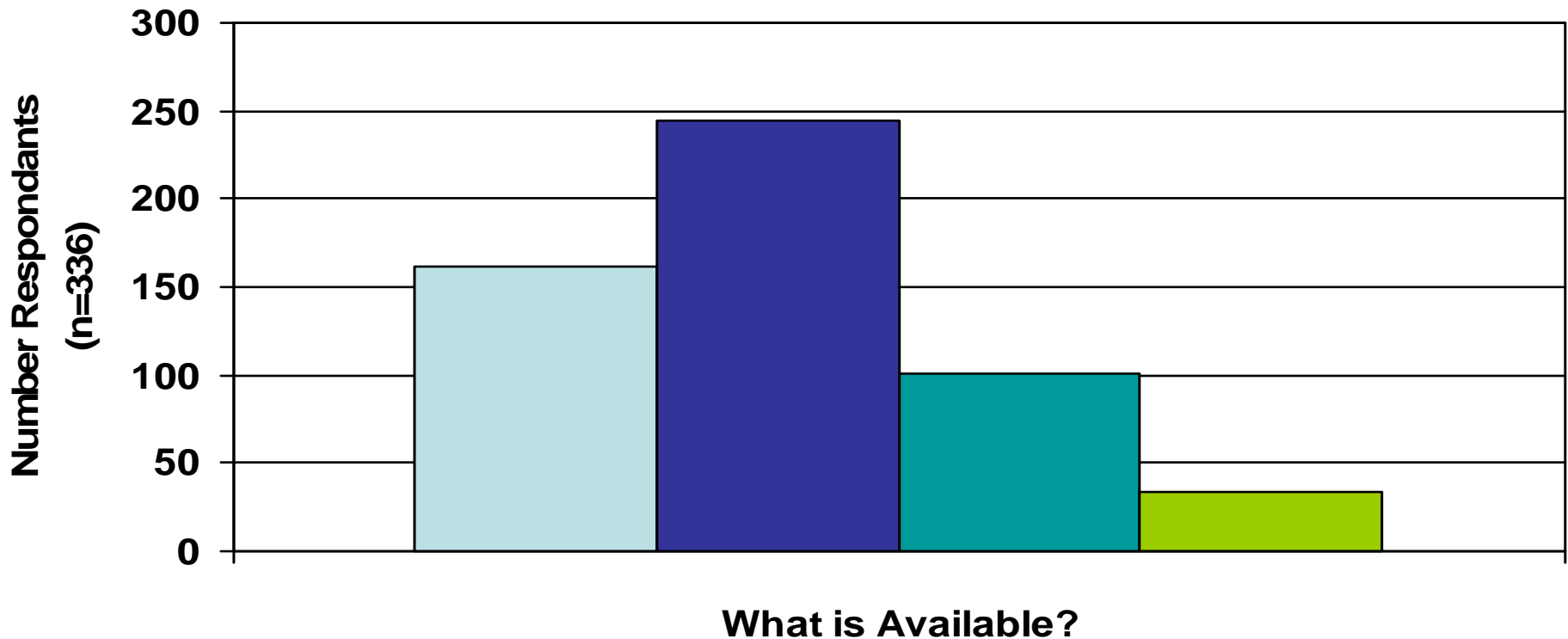
- Barriers? Depends on who you ask.
 - Insufficient time to do research
 - Insufficient motivation to do research
 - Insufficient training, mentors and opportunity.
 - How to even think about research questions?
- Recommendations? Still being formulated.
 - Clarity of expectations upon hiring--Gap between faculty desires and School expectations creates frustration.
 - Provide time, opportunities, encouragement, mentors, support staff and incentives. Some may take advantage.
 - Formal programs will likely be of value...to some.

What are your “*recommendations for Colleges and Schools of Pharmacy on the development of research and scholarship of pharmacy practice faculty?*”

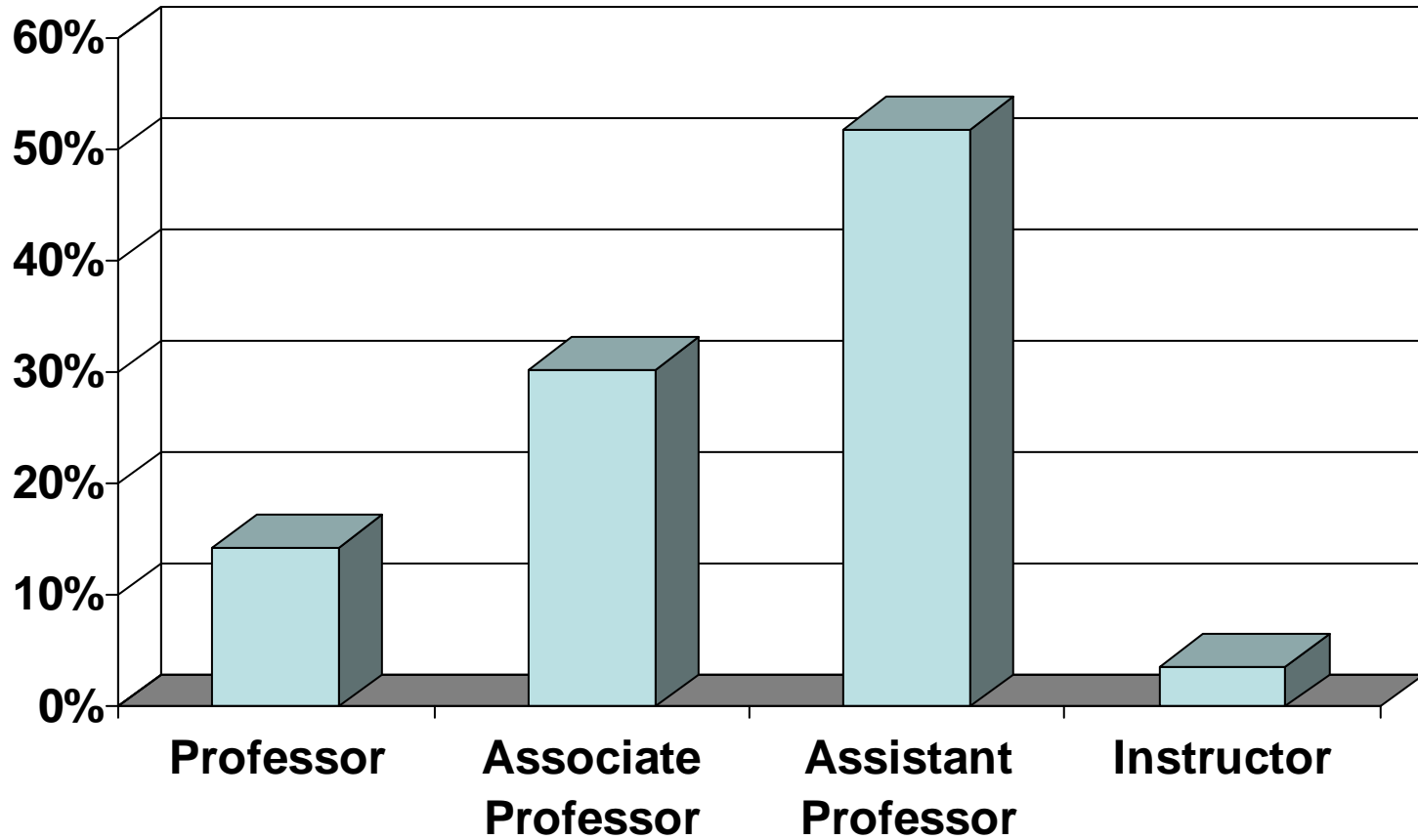


“This situation WILL NOT improve, as we are now being "forced" to hire entry-level Pharm.D. and PGY1 residency trained practitioners as our clinical faculty. They typically have virtually no training and little experience in scholarship issues. They want to, but often don't know how to, produce scholarly works. Mentoring within programs is even more important now that it was when I trained. I don't believe AACP can help much with this "supply and quality" issue. The "death" of many postgraduate Pharm.D. programs with the advent of the all-Pharm.D. approach depleted our source for research-trained clinical faculty. And, this problem will be with us until academia can compete with the higher salaries readily available in other areas of the profession.”

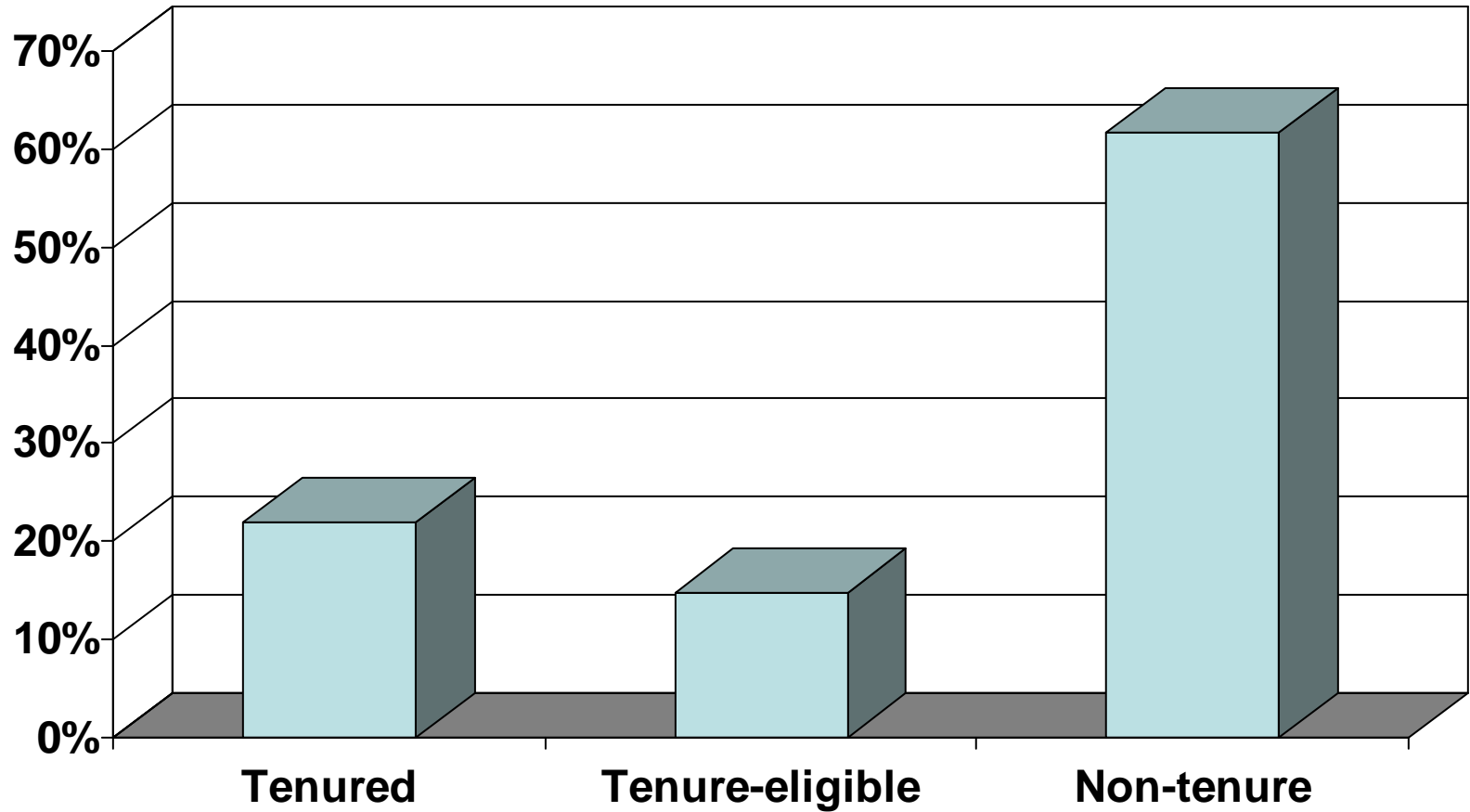
Charge 2: Please identify the “resources that are already available to address these development needs.” at your institution.



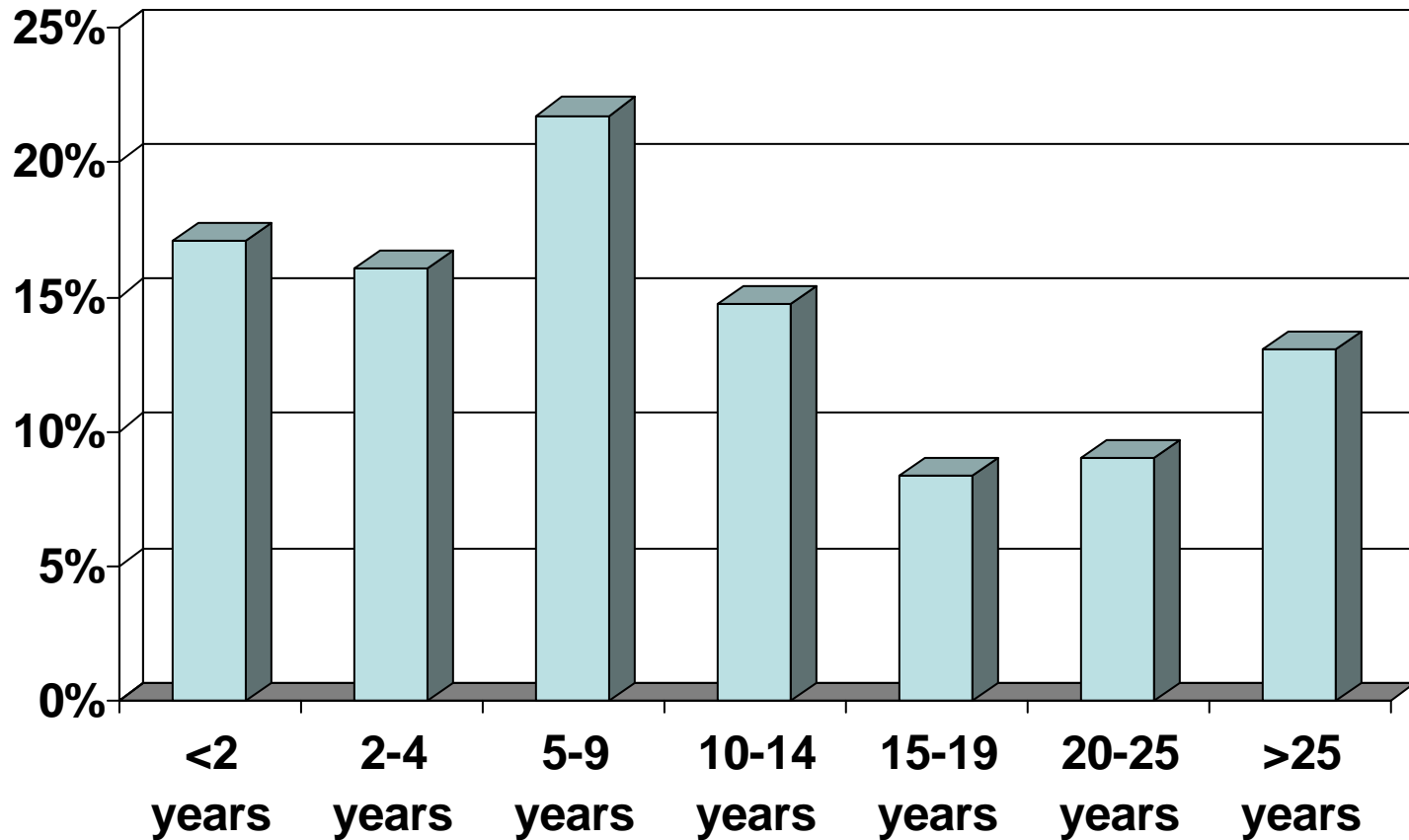
Faculty Rank (n=301)



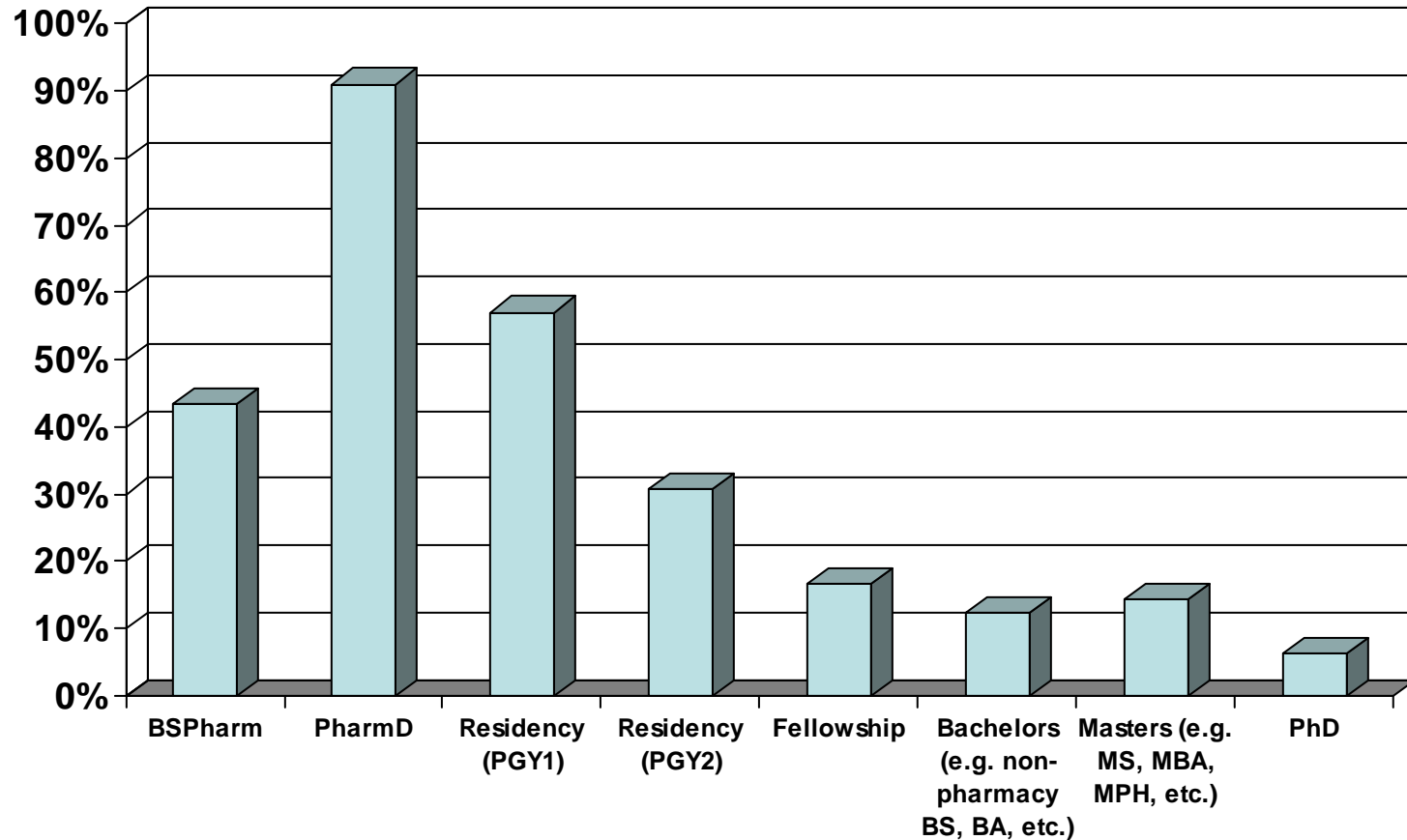
Tenure or Non-Tenure



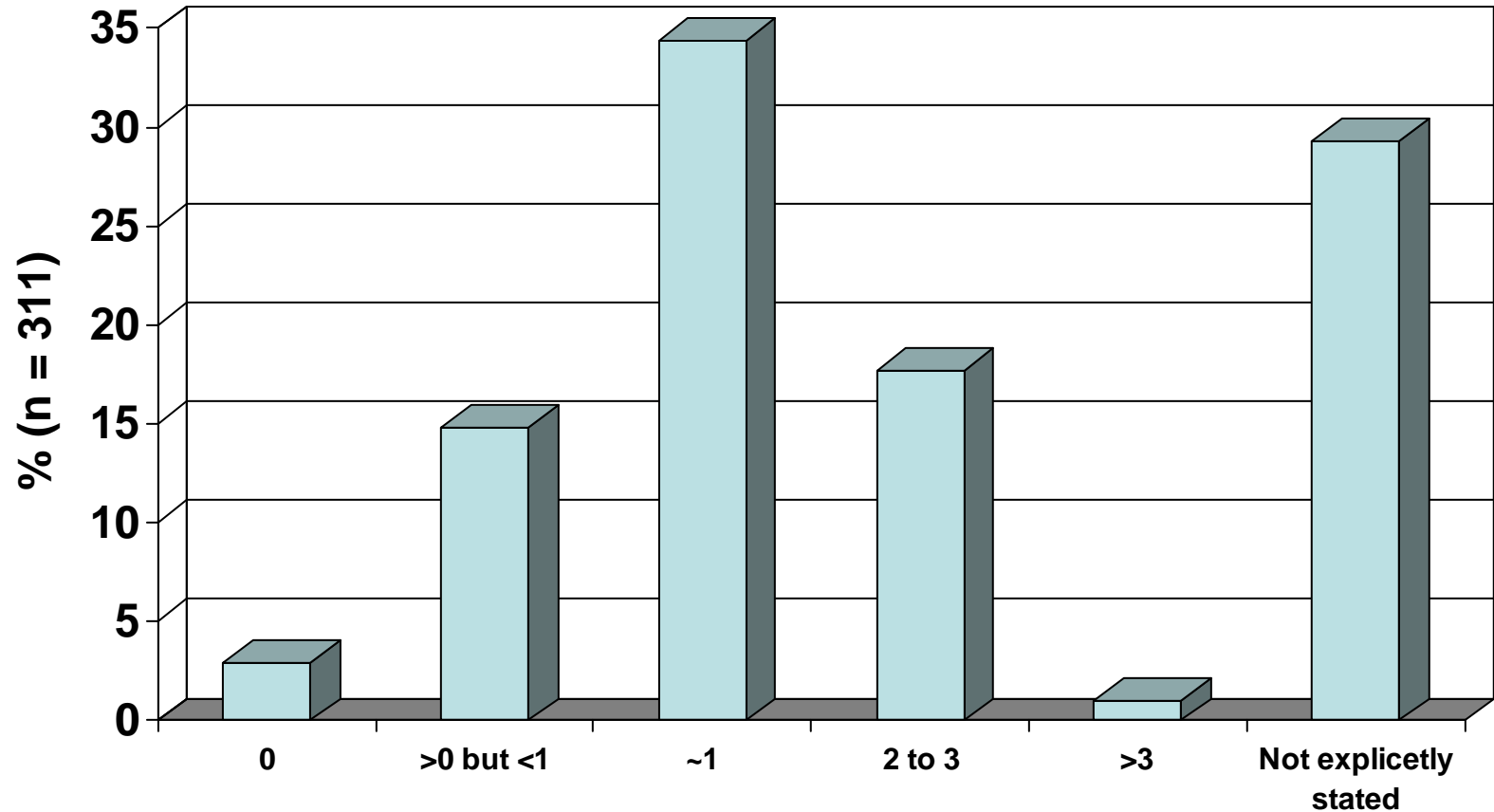
What are the total (cumulative) years of clinical practice since completion of your training? (n=299)



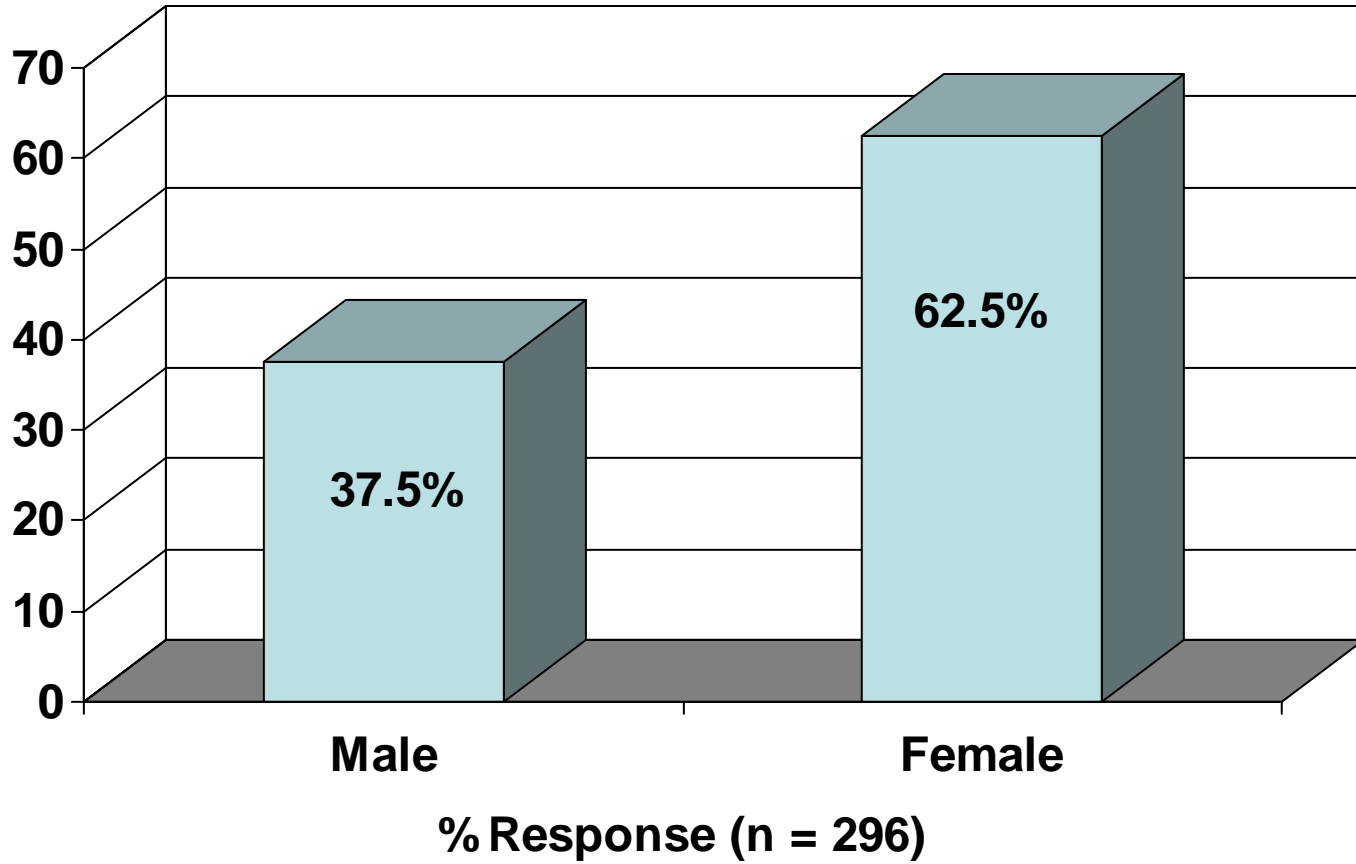
Your education and training: Please select all that apply (n=300)



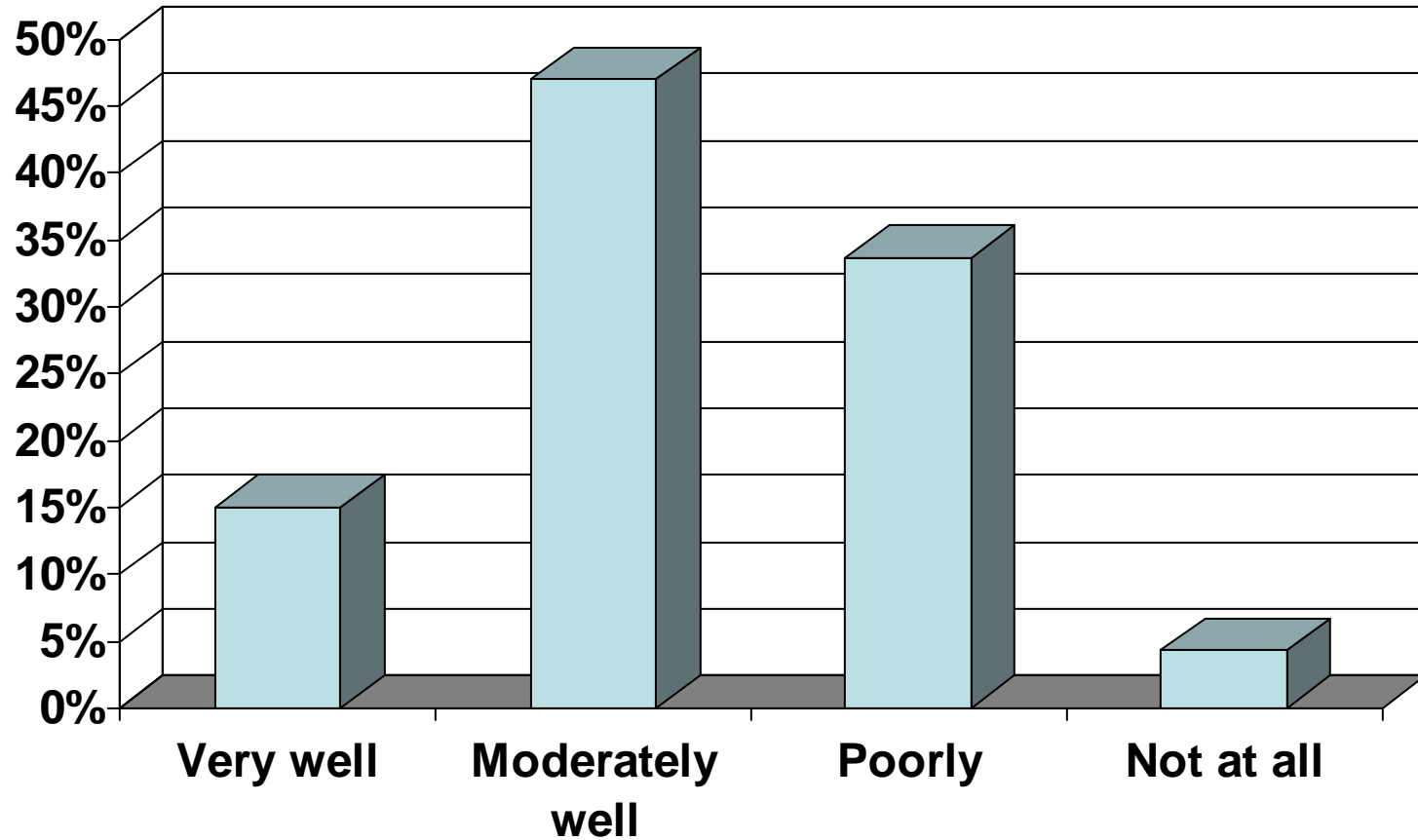
What is the number of peer-reviewed, primary authored publications expected of practice faculty at your institution?



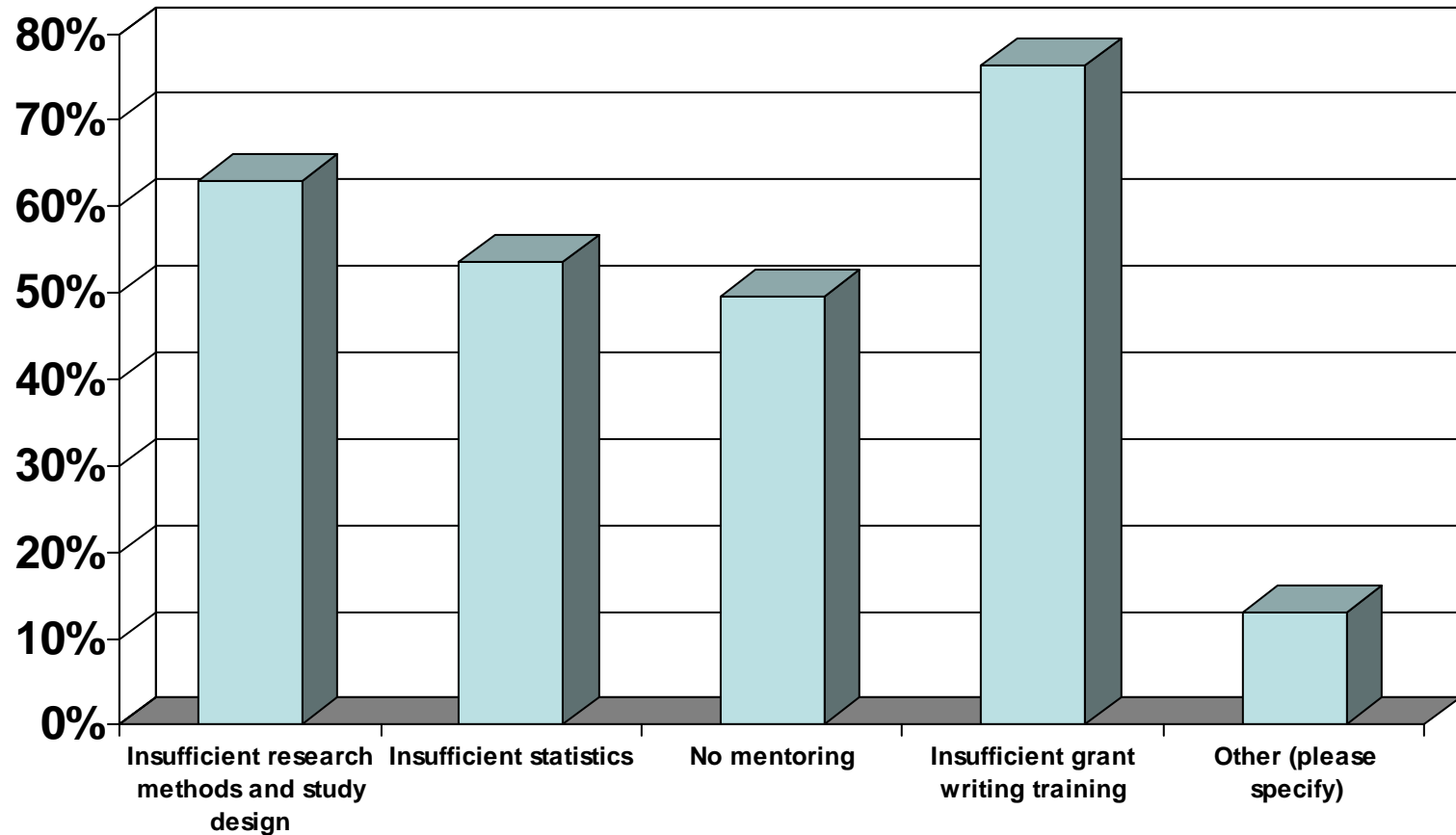
Gender



How well did your education/training prepare you to conduct scholarship/research?



If you were NOT sufficiently prepared, in what way(s) was your preparation deficient? (n=224)



Approximately how many PharmD students do you personally precept each year at your practice site?

