

Final Report of the Council of Deans
Task Force on Dean's Development Priorities
American Association of Colleges of Pharmacy (AACP)
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Purpose: The Task Force was charged by the COD Chair, Chris Bradberry, to develop and administer a needs assessment for CEO Deans and Associate/Assistant Deans of schools and colleges of pharmacy determining priorities of programming for leadership and administrative development.

Methods: The Task Force developed the instrument based on the collective professional experiences of the members and survey of what programming was available through AACP and other training programs. Questions represented five domains of interest: 1) Assessment of value of existing opportunities for leadership and personal development, 2) Characterization of topics for development based on needs internal to respective institution, 3) Assessment of topical issues that present development opportunities, 4) Dean's personal/professional development and, 5) Financial issues. The survey was peer reviewed internally within each Task Force member institution for clarity and format of the survey questions. The survey was then modified and entered into Qualtrics[®] Survey software and distributed via e-mail to all COD members.

I. Results:

Demographics: *A total of 136 responses were received which represents ~48% of the COD membership. All responses were useable and entered into the data analysis. (See Table 1)*

- Associate Dean (58, 43%) was the administrative rank most frequently reported by respondents, followed closely by CEO Dean (50, 37%).
- Tenure in the current administrative position most commonly ranged from 2-5 years (56, 41%), while 45% (61) of respondents noted engagement in academic administration for greater than 10 years.
- The most common institutional profile was a public institution (54%, 91% of which were established programs [i.e., greater than 10 years]).
- Most (82%) respondents were on main campuses.
- Colleges of pharmacy were most frequently located at an academic health center (75%, 86% of which were established programs).

Value of Tools for Leadership and Personal Development: *Respondents indicated perceived value of development tools according to a 5-point scale, from 1 (very useful) to 5 (not useful at all/ not applicable[N/J]). (See Table 2)*

- The programs that were scored as most useful overall (n=135) were: programming at AACCP annual meetings (1.95 ± 1.14); live meetings for Deans with shared interests (e.g., research development, fundraising) (2.10 ± 1.14); and administrative development course/seminar outside of academic pharmacy (2.27 ± 1.13).
- Associate/Assistant Deans (n=78) and CEO Deans with tenure of up to 10 years reported the same types of programs to be of greatest value.
- CEO Deans with tenure of up to 5 years ranked most highly: programming at AACCP annual meetings; programming at AACCP Interim meetings; and live meetings for Deans with shared interests.
- CEO Deans with tenure of 6-10 years ranked most highly: administrative development course/seminar outside of academic pharmacy; programming at AACCP Annual meetings; and live meetings for Deans with shared interests.
- Live meetings for Deans with shared interests; administrative development course/seminar outside of academic pharmacy; and programming at AACCP Interim meetings were rated most highly by CEO Deans in their current position for over 10 years.

Needs Internal to Respective Institution: (See Table 3)

- The programs that were scored as most useful overall (n=135) included: faculty incentivization (2.20 ± 1.26); connecting external constituencies (2.22 ± 1.25); and handling routine issues (e.g., academic integrity, personnel issues) (2.65 ± 1.34).
- Associate/Assistant Deans (n=78) found the same topics to be of value.
- Across the CEO Dean subcategories, additionally highly ranked areas were designing practice plans and succession planning.

Topical Programs: (See Table 4)

- Topics scored as most useful by all participants (n=135) were: program accreditation (2.07 ± 1.11); legal issues in higher education (2.21 ± 1.11); and political advocacy for academic leaders (2.38 ± 1.19).
- These high rankings were also noted by CEO, Associate and Academic Dean cohorts. Tenure in current position did not influence rankings.

Individual Personal/Professional Development: (See Table 5)

- The tools that were scored as most useful overall were (n=135): managing up (2.27 ± 1.32); hiring (2.33 ± 1.31); and preparing for a 5-year (periodic) review (2.42 ± 1.41).
- Another item of value for Associate/Assistant Deans (n=78) and CEO Deans for up to 1 year (n=11) was creating an administrative resume.
- Preparing for retirement was of great value for CEO Deans with tenure of at least 6 years.

Financial Tools: (See Table 6)

- Developing non-traditional revenue models (2.01 ± 1.26); aligning budget with strategic initiatives (2.13 ± 1.24); and fundraising/development (2.21 ± 1.32) were most highly ranked overall.
- These high rankings were also noted by CEO, Associate and Academic Deans cohorts. Tenure in current position did not influence rankings.

Qualitative Analysis: A number of open-ended questions were posed to the respondents including: what issues on which others have solicited advice, what would be most helpful for their personal/professional development and identify course/seminar outside of pharmacy they would recommend. A content analysis of the data was performed to identify major themes. The most commonly noted major themes are reported for each question of the survey tool, with the most frequent content areas within each theme also reported. Tables 7-9 summarize the responses.

II. Discussion

Overall the survey demonstrates that the members of the COD have significant interests in pursuing further development of the administrative skills and the continued improvement of their respective institutions. While there were development areas differentially valued by members, largely based on the job responsibilities, there are remarkable similarities among all members of the COD about their perceived developmental needs. When examining the means of the rankings among all respondents there were only 5 out 34 areas that did not score greater than 3 or the midrange of the Likert scale. This implies that the majority of areas were perceived as important to most all respondents. Amongst the CEO Deans there is disparity between subgroups based on years of service as to the importance of various development areas. It is also noted the longer the CEO Dean was in the position the more their needs changed compared to younger colleagues and the less likely the traditional programming met their perceived needs. Qualitative analyses of the open ended questions provided new general areas of development needs and more detail about areas addressed in the quantitative sections of the survey. Respondents reported a number of non pharmacy development opportunities offered by other organizations or universities however, specific details of the programs were not collected. Overall, the data suggest a significant need for development opportunities for members of the COD beyond what is available in AACP's portfolio.

III. Recommendations:

1. AACP should expand its portfolio of updated developmental resources that may be called upon by COD members for these particular needs. These resources may be “in-house” developed materials or programming/materials from other sources (e.g. associations, organizations, publications endorsed by AACP). It is also suggested this portfolio be easily found on the AACP web site with an accompanying glossary.
2. Opportunities for networking are highly sought after by the membership. AACP should consider ensuring that opportunities for networking exist during annual and interim meetings. In addition, exploring how Dean attendance at other meetings (i.e., NABP/AACP District meetings) might be utilized to meet the networking needs of the membership.
3. Informal meetings arranged by Colleges/Schools focused on common programmatic interests have existed historically. Deans may find that creation of similar meetings will be helpful on their own or stimulated by AACP.
4. Development of AACP driven resources for Deans needs to address the various experience levels of COD members. More senior Deans may desire different opportunities than those newer to this administrative role.
5. Although the AACP Academic Leadership Fellowship Program is thought to be highly successful, issues that deal with institutional management are not addressed. The association may consider developing an academic administrator training resource similar to the “Education Scholar” program.

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Table 1. Demographics of Respondents

Primary Administrative Appointment (n=136)		No. (%)
CEO Dean		50 (37%)
Associate Dean		58 (43%)
Assistant Dean		20 (15%)
Executive/Administrative Dean		2 (1.5%)
Interim Dean/Associate Dean		2 (1.5%)
Campus/Regional Dean		2 (1.5%)
Dean Emeritus		1 (>1%)
Administrative Purview		No. (%)
Assistant Dean (n=20)		
Academic Affairs		5 (25%)
Administration		5 (25%)
Assessment		3 (15%)
Department Chair		1 (5%)
Experiential Education		2 (10%)
Outreach		2 (10%)
Student Affairs		6 (30%)
Associate Dean (n=58)		
Academic Affairs		35 (60%)
Administration		3 (5%)
Clinical Affairs		1 (2%)
Development		3 (5%)
Education*		40 (69%)
Graduate Research		1 (2%)
Outreach/External Affairs		2 (3%)
Research		4 (7%)
Student Affairs		17 (29%)
*Education includes: Assessment (n=16), Experiential Education (n=5), Professional Education (n=15), Curriculum (n=2), Accreditation (n=1), Faculty development (n=1).		
Tenure in Current Administrative Position		No. (%)
0-1 years		29 (21%)
2-5 years		56 (41%)
6-10 years		27 (20%)
>10 years		24 (18%)
Duration of Experience as Academic Administrator		No. (%)
0-1 years		6 (4%)
2-5 years		33 (24%)
6-10 years		36 (26%)
>10 years		61 (45%)

Type of Institution (n=142)	No. (%) (Established Program >10 years)
Public Institution	76 (54%)
• Established Program	• 69 (91%)
Private Institution	64 (46%)
• Established Program	• 33 (51%)
Main Campus	86 (82%)
• Established Program	• 62 (72%)
Branch Campus	17 (16%)
• Established Program	• 12 (71%)
Located at Academic Health Center	51 (75%)
• Established Program	• 44 (86%)
Affiliated with Academic Health Center	17 (25%)
• Established Program	• 16 (94%)

Table 2. Priorities for Existing Development Opportunities

Leadership and Personal Development Tools	Mean ± SD
Programming at AACP Annual Meetings (n=135)	1.95 ± 1.14
• Associate/Assistant Dean (n=78)	1.81 ± 1.07
• CEO Dean 0-1 year (n=11)	1.54 ± 0.82
• CEO Dean 2-5 years (n=18)	2 ± 1.19
• CEO Dean 6-10 years (n=11)	2.36 ± 1.36
• CEO Dean >10 years (n=10)	2.9 ± 1.20
Live meetings for Deans with shared interests (e.g., research development, fundraising) (n=135)	2.10 ± 1.14 (1 N/A)
• Associate/Assistant Dean (n=78)	2.23 ± 1.11 (1 N/A)
• CEO Dean 0-1 year (n=11)	2 ± 0.89
• CEO Dean 2-5 years (n=18)	1.61 ± 0.98
• CEO Dean 6-10 years (n=11)	2.54 ± 1.21
• CEO Dean >10 years (n=10)	1.6 ± 1.35
Administrative development course/seminar outside of academic pharmacy (n= 135)	2.27 ± 1.13 (3 N/A)
• Associate/Assistant Dean (n=78)	2.18 ± 1.05 (2 N/A)
• CEO Dean 0-1 year (n=11)	2.27 ± 1.10
• CEO Dean 2-5 years (n=18)	2.53 ± 1.33 (1 N/A)
• CEO Dean 6-10 years (n=11)	2.27 ± 1.10
• CEO Dean >10 years (n=10)	2.3 ± 1.06
Programming at AACP Interim Meetings (n=142)	2.33 ± 1.22 (4 N/A)
• Associate/Assistant Dean (n=82)	2.32 ± 1.15 (4 N/A)
• CEO Dean 0-1 year (n=11)	1.54 ± 0.82
• CEO Dean 2-5 years (n=19)	2.21 ± 1.23
• CEO Dean 6-10 years (n=12)	2.91 ± 1.38
• CEO Dean >10 years (n=11)	2.54 ± 1.57

Leadership and Personal Development Tools cont'd	Mean ± SD
Listserv for Deans with shared interests (e.g., academic affairs) (n=135) <ul style="list-style-type: none"> • Associate/Assistant Dean (n=78) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	2.52 ± 1.15 (4 N/A) 2.34 ± 1.02 (1 N/A) 2.18 ± 1.32 3 ± 1.06 (1 N/A) 2.9 ± 1.37 (1 N/A) 2.67 ± 1.66 (1 N/A)
Mentor assignments (matched with a more senior administrator) (n=135) <ul style="list-style-type: none"> • Associate/Assistant Dean (n=78) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	2.60 ± 1.26 (8 N/A) 2.53 ± 1.31 (4 N/A) 2.18 ± 1.25 2.47 ± 1.30 (3 N/A) 3.27 ± 1.01 3 ± 1 (1 N/A)
Career coach (outside of academic pharmacy) (n=134) <ul style="list-style-type: none"> • Associate/Assistant Dean (n=77) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	2.74 ± 1.27 (7 N/A) 2.64 ± 1.30 (3 N/A) 2.8 ± 1.48 (1 N/A) 3 ± 1.21 (2 N/A) 2.91 ± 1.04 2.55 ± 1.01 (1 N/A)
Dean shadowing program (mini- sabbatical) (n=133) <ul style="list-style-type: none"> • Associate/Assistant Dean (n=77) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	2.75 ± 1.36 (12 N/A) 2.57 ± 1.37 (5 N/A) 2.9 ± 1.29 (1 N/A) 3.07 ± 1.43 (4 N/A) 3.09 ± 1.04 3.63 ± 1.60 (2 N/A)
Standing webinars (n=134) <ul style="list-style-type: none"> • Associate/Assistant Dean (n=79) • CEO Dean 0-1 year (n=10) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=10) • CEO Dean >10 years (n=10) 	2.88 ± 1.04 (17 N/A) 2.76 ± 1.03 (8 N/A) 3.1 ± 0.99 3.31 ± 1.10 (5 N/A) 2.78 ± 0.97 (1 N/A) 2.75 ± 1.04 (2 N/A)
CEO Dean's listserv (n=134) <ul style="list-style-type: none"> • Associate/Assistant Dean (n=78) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=17) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	2.89 ± 1.19 (22 N/A) 2.91 ± 1.13 (20 N/A) 2.27 ± 1.19 2.88 ± 1.16 3.45 ± 1.13 2.6 ± 1.07

Leadership and Personal Development Tools cont'd	Mean ± SD
Programming at other organization meetings (n=134) <ul style="list-style-type: none"> • Associate/Assistant Dean (n=77) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=10) • Dean >10 years (n=11) 	2.90 ± 1.04 (9 N/A) 3 ± 1.09 (5 N/A) 2.72 ± 0.90 2.75 ± 0.86 (2 N/A) 2.89 ± 0.78 (1 N/A) 2.8 ± 1.14 (1 N/A)
NABP/AACP District regional meetings (Parallel programming for CEO Deans) (n=135) <ul style="list-style-type: none"> • Associate/Assistant Dean (n=78) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	2.99 ± 1.26 (22 N/A) 2.80 ± 1.17 (17 N/A) 2.6 ± 0.97 (1 N/A) 3.06 ± 1.48 (2 N/A) 3.56 ± 1.33 (2 N/A) 3.8 ± 1.55
Standing teleconference discussions (n=134) <ul style="list-style-type: none"> • Associate/Assistant Dean (n=77) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=19) • CEO Dean 6-10 years (n=10) • CEO Dean >10 years (n=10) 	3.09 ± 1.07 (24 N/A) 3 ± 1.04 (15 N/A) 3.27 ± 1.10 3.36 ± 1.22 (5 N/A) 3.22 ± 1.09 (1 N/A) 2.75 ± 1.16 (2 N/A)
Wiki-based approach (Open dialogue that is archived and searchable/indexed) (n=132) <ul style="list-style-type: none"> • Associate/Assistant Dean (n=76) • CEO Dean 0-1 year (n=10) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	3.27 ± 0.90 (17 N/A) 3.3 ± 1.05 (6 N/A) 3.63 ± 1.19 (2 N/A) 3.21 ± 1.37 (4 N/A) 3.1 ± 1.20 (1 N/A) 2.86 ± 0.90 (3 N/A)
Other (n=8) <ul style="list-style-type: none"> • Previous teaching experience in graduate school • Local mentoring programs for emerging leaders • Sabbatical • Regional academic pharmacy consortia • AACP Leadership Fellows Program • Credentialing or certificate programs for administrators • High-level educational programming organized in specific tracks for administrative leaders at AACP meetings • CEO Dean's listserv 	

Table 3. Priorities of Internal Development Needs

Internal Programs	Mean ± SD
Faculty Incentivization (n=134) <ul style="list-style-type: none"> • Associate/Assistant Dean (n=78) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=10) • CEO Dean >10 years (n=10) 	2.20 ± 1.26 2.29 ± 1.31 1.55 ± 0.69 2.50 ± 1.47 2.00 ± 0.82 1.90 ± 0.74
Connecting external constituencies (n=134) <ul style="list-style-type: none"> • Associate/Assistant Dean (n=77) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	2.22 ± 1.25 2.23 ± 1.34 1.73 ± 0.79 2.33 ± 1.38 2.09 ± 1.22 2.40 ± 0.97
Routine issues (e.g., academic integrity, personnel) (n=135) <ul style="list-style-type: none"> • Associate/Assistant Dean (n=78) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	2.65 ± 1.34 2.5 ± 1.33 2.45 ± 0.93 3.17 ± 1.34 2.73 ± 1.49 3.40 ± 1.65
Succession Planning (n= 135) <ul style="list-style-type: none"> • Associate/Assistant Dean (n=78) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	2.70 ± 1.30 2.65 ± 1.36 3.00 ± 1.41 3.22 ± 1.17 2.18 ± 1.08 2.50 ± 1.35
Using a Dean’s Advisory Council (n=133) <ul style="list-style-type: none"> • Associate/Assistant Dean (n=77) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=17) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	2.74 ± 1.44 3.09 ± 1.57 1.64 ± 0.81 2.41 ± 1.37 2.18 ± 0.87 2.90 ± 1.20
Establishing a Dean’s Advisory Council (n=135) <ul style="list-style-type: none"> • Associate/Assistant Dean (n=78) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	3.25 ± 1.49 3.51 ± 1.50 2.09 ± 1.04 3.11 ± 1.41 2.73 ± 1.68 3.90 ± 1.37

Internal Programs cont'd	Mean ± SD
How to design practice plans (n=135)	3.31 ± 1.69
• Associate/Assistant Dean (n=78)	3.83 ± 1.72
• CEO Dean 0-1 year (n=11)	2.45 ± 1.13
• CEO Dean 2-5 years (n=18)	3.17 ± 1.29
• CEO Dean 6-10 years (n=11)	1.82 ± 0.98
• CEO Dean >10 years (n=10)	2.80 ± 1.87

Table 4. Priorities Related to Topical Issues

Topical Programs	Mean ± SD
Program accreditation (n=134)	2.07 ± 1.11
• Associate/Assistant Dean (n=77)	1.92 ± 1.00
• CEO Dean 0-1 year (n=11)	1.73 ± 0.79
• CEO Dean 2-5 years (n=18)	2.83 ± 0.92
• CEO Dean 6-10 years (n=11)	1.64 ± 0.67
• CEO Dean >10 years (n=10)	2.70 ± 1.83
Legal issues in higher education (n=135)	2.21 ± 1.11
• Associate/Assistant Dean (n=78)	2.24 ± 1.18
• CEO Dean 0-1 year (n=11)	2.27 ± 1.01
• CEO Dean 2-5 years (n=18)	2.11 ± 1.23
• CEO Dean 6-10 years (n=11)	1.91 ± 0.70
• CEO Dean >10 years (n=10)	2.30 ± 1.16
Political advocacy for academic leaders (n=135)	2.38 ± 1.19
• Associate/Assistant Dean (n=78)	2.55 ± 1.27
• CEO Dean 0-1 year (n=11)	1.55 ± 0.69
• CEO Dean 2-5 years (n=18)	2.22 ± 1.26
• CEO Dean 6-10 years (n=11)	1.91 ± 0.54
• CEO Dean >10 years (n=10)	2.40 ± 0.84
Women in academic leadership (n=135)	2.83 ± 1.63
• Associate/Assistant Dean (n=78)	2.79 ± 1.61
• CEO Dean 0-1 year (n=11)	2.36 ± 1.75
• CEO Dean 2-5 years (n=18)	3.33 ± 1.81
• CEO Dean 6-10 years (n=11)	2.18 ± 1.17
• CEO Dean >10 years (n=10)	3.40 ± 1.78

Table 5. Priorities Related to Deans personal/Professional Development

Individual Personal/Professional Development (n=135)	Mean ± SD
Managing up	2.27 ± 1.32
<ul style="list-style-type: none"> • Associate/Assistant Dean (n=78) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	2.28 ± 1.38 2.45 ± 1.37 2.22 ± 1.35 2.09 ± 1.04 2.10 ± 1.52
Hiring (finding the right person)	2.33 ± 1.31
<ul style="list-style-type: none"> • Associate/Assistant Dean (n=78) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	2.29 ± 1.36 1.91 ± 0.70 2.61 ± 1.33 2.09 ± 1.04 2.90 ± 1.66
Preparing for a 5-year (periodic) review	2.42 ± 1.41
<ul style="list-style-type: none"> • Associate/Assistant Dean (n=78) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	2.29 ± 1.48 2.09 ± 0.70 2.67 ± 1.28 2.55 ± 1.21 3.20 ± 1.69
Creating an administrative resume	2.61 ± 1.38
<ul style="list-style-type: none"> • Associate/Assistant Dean (n=78) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	2.28 ± 1.27 2.36 ± 1.36 3.17 ± 1.42 3.36 ± 1.21 3.70 ± 1.64
Preparing for retirement	2.99 ± 1.49
<ul style="list-style-type: none"> • Associate/Assistant Dean (n=78) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	3.03 ± 1.54 3.82 ± 1.47 3.17 ± 1.29 2.45 ± 1.13 2.40 ± 1.72

Table 6. Priorities for Development Opportunities related to Financial Issues

Financial Tools (n=135)	Mean ± SD
Developing non-traditional revenue models <ul style="list-style-type: none"> • Associate/Assistant Dean (n=78) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	2.01 ± 1.26 2.27 ± 1.40 1.27 ± 0.47 1.61 ± 1.14 1.64 ± 0.92 1.70 ± 0.82
Aligning budget with strategic initiatives <ul style="list-style-type: none"> • Associate/Assistant Dean (n=78) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	2.13 ± 1.24 2.28 ± 1.37 1.45 ± 0.52 2.28 ± 1.23 1.73 ± 0.79 1.90 ± 1.10
Fundraising/development <ul style="list-style-type: none"> • Associate/Assistant Dean (n=78) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	2.21 ± 1.32 2.46 ± 1.41 1.55 ± 0.69 1.67 ± 1.14 2.00 ± 1.48 2.20 ± 0.92
Developing a business plan for a project <ul style="list-style-type: none"> • Associate/Assistant Dean (n=78) • CEO Dean 0-1 year (n=11) • CEO Dean 2-5 years (n=18) • CEO Dean 6-10 years (n=11) • CEO Dean >10 years (n=10) 	2.36 ± 1.28 2.54 ± 1.40 1.73 ± 0.79 2.22 ± 1.22 2.18 ± 1.08 1.90 ± 0.74

Table 7. Common Themes Generated Through Open Query

Administration

- Organization structure
- Financial management (budget)
- Grant management
- Practice plans
- Business planning

Assessment/Accreditation

Curriculum/Pedagogy

- Distance education
- Pedagogy
- Experiential Education

Development/Stewardship

- Fundraising
- Scholarship dollars

External Relations

- External constituents
- Alumni
- Employers
- Community engagement

Facilities/Technology

Faculty Development

- Research skill development
- Research program development
- Scholarship
- Promotion and Tenure
- Faculty workload

Human Resources

- Sexual harassment
- Hiring processes
- Reward structures
- Compensation
- Personnel management
- Workplace harmony
- Succession planning

Leadership

- Motivating
- Vision for organization
- Leadership styles
- Teambuilding
- Conflict resolution
- Strategic planning
- Managing up

Personal Development

- Career mentoring
- Time management
- Work-life balance

Student / Academic Affairs

- Academic integrity
- Career counseling
- Academic guidance
- Background screening

University Relations

- Campus relations

Other

- Practice development

Table 8. Commonly Sought Topics for Advice

Table 8. Commonly Sought Topics for Advice All Respondents (n=136)	CEO Deans (n=50)
Leadership (47)	Leadership (20)
<ul style="list-style-type: none"> • Difficult situations/Conflict management (12) • Strategic Plan (8) • Managing/Directing (5) 	<ul style="list-style-type: none"> • Difficult situations/Conflict management (6) • Strategic planning (6) • Management style (4)
Faculty Development (38)	Human Resources (14)
<ul style="list-style-type: none"> • Faculty development (12) • Research (8) • Promotion/Tenure (8) 	<ul style="list-style-type: none"> • Personnel issues (8) • Faculty incentives (2) • Firing/Hiring (2)
Assessment/Accreditation (37)	Assessment/Accreditation (14)
<ul style="list-style-type: none"> • Accreditation (19) • Assessment (17) 	<ul style="list-style-type: none"> • Accreditation (8) • Assessment (5) • Course/instructor evaluation (1)
Human Resources (29)	Administration (13)
<ul style="list-style-type: none"> • Personnel issues (12) • Firing/Hiring (7) • Faculty incentives (3) 	<ul style="list-style-type: none"> • Budget/Financial management (6) • Program development (3) • Structure (2)
Administration (25)	Curriculum/Pedagogy (12)
<ul style="list-style-type: none"> • Budget/Financial management (9) • Structure (5) • Program development (3) 	<ul style="list-style-type: none"> • Programs (3) • Experiential education (1)

Note: Parenthetical entries indicate the number of responses for each element

Table 9. Desired Topics for Personal and/or Professional Development

Participants were asked to indicate the three areas of personal and/or professional development that they would find most useful. The most frequent topics reported were:

All Respondents (n=136)	CEO Deans (n=50)
<p>Leadership (60)</p> <ul style="list-style-type: none"> • Managing up (15) • Strategic planning (11) • Engaging faculty (5) 	<p>Leadership (22)</p> <ul style="list-style-type: none"> • Managing up (8) • Strategic planning (4) • Working with advisory boards (2)
<p>Personal Development (37)</p> <ul style="list-style-type: none"> • Work/Work-life balance and Time management (10) • Professional Growth (8) • Mentoring (5) 	<p>Development/Stewardship (20)</p> <ul style="list-style-type: none"> • Fundraising/External funding (15) • Development (5)
<p>Administration (37)</p> <ul style="list-style-type: none"> • Budget (20) 	<p>Administration (14)</p> <ul style="list-style-type: none"> • Budget/Financial management (7) • Coping with increasing limitations (4)
<p>Development/Stewardship (33)</p> <ul style="list-style-type: none"> • Fundraising/External funding (23) • Development (9) 	<p>Human Resources (13)</p> <ul style="list-style-type: none"> • Succession planning (5) • Firing/Hiring (3) • Culture (2)
<p>Human Resources (33)</p> <ul style="list-style-type: none"> • Succession planning (9) • Firing/Hiring (6) • Culture (5) 	<p>Personal Development (11)</p> <ul style="list-style-type: none"> • Work/Work-life balance and Time management (5) • Professional growth (4) • Financial planning (2)

Table 10. Priorities Concerning Small Interest Group Topics

Participants were asked to indicate the topics they would find appealing for small interest groups

All Respondents (n=136)	CEO Deans (n=50)
<p>Assessment/Accreditation (25)</p> <ul style="list-style-type: none"> • Assessment (16) • Accreditation (5) 	<p>Curriculum (10)</p> <ul style="list-style-type: none"> • Emphasis on teaching (3) • Experiential education (2) • Interprofessional education (2)
<p>Curriculum/Pedagogy (18)</p> <ul style="list-style-type: none"> • Experiential education (4) • Emphasis on teaching (3) • Interprofessional education (3) • Curricular development (3) 	<p>External Relations (10)</p> <ul style="list-style-type: none"> • Advocacy (3) • Industry (3) • Connecting with external constituents (2)
<p>Faculty Development (17)</p> <ul style="list-style-type: none"> • Research (6) • Faculty development (5) • Faculty retention (2) 	<p>Faculty Development (8)</p> <ul style="list-style-type: none"> • Research (4) • Faculty development (3)
<p>Student and Academic Affairs (16)</p> <ul style="list-style-type: none"> • Academic affairs (4) • Student engagement/retention/morale (3) • Student services (3) 	<p>Administration (6)</p> <ul style="list-style-type: none"> • Budget/Financial management (1) • Coping with increasing limitations (1) • Structure (1)
<p>Leadership (15):</p> <ul style="list-style-type: none"> • Leadership (5) • Strategic planning (3) • Management issues (3) 	<p>Other (5)</p> <ul style="list-style-type: none"> • Pharmacy Profession advancement (4) • Practice plans (1)

- Additional items of interest for Assistant and Associate Deans were related to Student and Academic Affairs (student engagement/retention/morale; admissions and student services best practices).

Table 11. Administrative Development Resources Beyond Pharmacy

Participation in administrative development courses or seminars outside of academic pharmacy was noted by 59% (80, n=136) of all respondents. Programs that were recommended by respondents are indicated in Table 11.

Deans

- AACP Fund Raising with Advancement Resources
- ACE programming (ACE for women leaders)
- ACE programs
- ACPE (Accreditation Council for Pharmacy Education)
- Bryn Mawr
- CASE – Advanced Development for Deans (2)
- Conflict Management, Dealing with Difficult People
- Dean’s Discovery Leadership Program (Gallup)
- Federation of Schools of Allied Health Professionals Leadership Development Program
- Harvard – Educational Leadership
- Harvard Graduate School of Education Institute for Management and Leadership in Education [IMLE program] (3)
- Harvard IEM
- Harvard MDP
- HERS (2)
- Joe Golding (Development)
- Leadership West Virginia
- Legal Issues in Academia
- Postdoctoral Degree
- University based leadership program
- USC Executive Management 10 week program

Assistant/Associate Deans

- AACP Meeting Workshops
- ACPE Accreditation Course
- ASHP Leadership Conference
- CIC Fellows Program
- Executive coaching
- Gallup courses
- Harvard Institutes for Higher Education, Alumni Seminar – Performance Measurement
- Harvard University Management Development Program
- Indiana/Purdue Assessment Institute
- Institutional Leadership Program
- Law and Ethics of Professional Education Administrators
- Leaderpoint
- Leading Innovations in Health Care Education (Harvard Macy)
- Postdoctoral Coursework/Degree
- President’s Academic Leadership Institute (PALI) at the University of Missouri
- Project Management Seminars
- Systems Approach to Assessment (Harvard Macy)
- UCLA Health Care Executive Program
- UT System Leadership Institute
- Women in Higher Ed Administration program