

AACP COD-COF Faculty Recruitment and Retention Committee Final Report

June 9, 2004

Introduction

The charge to the joint Council of Deans – Council of Faculties Faculty Recruitment and Retention Committee was to report on effective models for enhancing recruitment, scholarship within the academy, models of compensation, leadership development and any other related issues. Previous committee, task force and organizational reports^{1,2,3,4} have focused on key issues and identified potential barriers and problems. This committee was asked to focus on strategies schools individually and the association collectively may wish to pursue in the recruitment and retention of faculty.

The committee met via conference call, web conference and in face-to-face meetings periodically throughout the year. Their preliminary report follows.

The Academic Lifestyle

Issue: The committee discussed the perception that many students and prospective faculty have of pharmacy academia. While the reasons for this perception are varied and depend upon the relationship that schools have with these constituencies, the committee felt that there is room for improvement.

Strategy 1: It was recognized that efforts by the American Association of Colleges of Pharmacy (AACP) to promote a positive image of academia, such as the past four years of presentations at the American Society of Health System Pharmacists (ASHP) midyear meeting were helpful; the effort should be expanded to emphasize the following:

- Flexible time
- Professional autonomy
- Shared positions
- Opportunity for part-time employment
- Chance to work from home (family friendly)
- Benefits – time off, tuition waivers, sabbaticals, defined contributions

Recommendation 1: It was recommended that the American Association Colleges of Pharmacy Salary Survey be expanded to include a compilation of data on fringe benefits, which often represent an underreported aspect of pharmacy faculty compensation.

Issue: The committee also identified several issues that may detract from the creation of a positive image of pharmacy academia. One issue concerns the variability of benefits between affiliated practice sites and schools of pharmacy.

Recommendation 2: The committee recommended that schools be urged to work with affiliated sites to create comparable benefit and incentive packages regardless of the co-staffing agreement and financial arrangements. The committee also recognized that this problem may be largely outside of the control of the pharmacy school, but it can create potential barriers or miscommunication between faculty at affiliated sites and schools of pharmacy unless benefits are clearly identified and linked to the faculty appointment.

Issue: An issue for many schools is the difficulty in covering unexpected faculty vacancies through reassignment of experienced faculty to cover courses and material that they normally do not teach. The strategy may be effective initially because experienced faculty may have the breadth of knowledge to cover materials outside their normal area of expertise, but it may hasten the retirement of highly valued senior faculty. Teaching overload may also diminish the amount of time faculty have for research and service, negatively impacting faculty morale. While this observation is largely unsubstantiated and is anecdotal, it argues for a closer examination of the impact of faculty turnover and shortages on senior faculty.

Recommendation 3: American Association of Colleges of Pharmacy should include questions in the next survey of open faculty positions to focus on the impact of overall pharmacy manpower shortages on faculty shortages and particularly on senior faculty departures.

Recruitment

Issue: Much of the committee's discussions related to the creation of a positive environment in academia that is conducive to retaining faculty and recruiting their replacements. With a growing shortage of pharmacists and an increasing number of job opportunities for pharmacy faculty, schools have refined and expanded their recruitment efforts. One area of emphasis should be on attracting into pharmacy education exceptional students with an interest in teaching and research careers.

Strategy 2: The members of the committee felt that one strategy is to encourage schools to adopt a requirement for all Doctor of Pharmacy Candidates to perform a small scale research effort and to present the results for critical review by faculty. The purpose would be to encourage students to attempt research and for faculty to have the opportunity to examine and grade their efforts. The sharing of information and the experience of conducting a small research project would create opportunities for faculty to discuss and for the student to consider one aspect of academic life.

Recommendation 4: AACP should be encouraged to focus developmental efforts on the creation of an educational component within accredited residencies that would allow potential practice faculty an opportunity to create and deliver educational programming to students. Again, as in the example of participation in small scale research, the effort is to encourage skill development and critical reflection on the part of the resident concerning teaching. Even if the resident chooses not to enter academia full time, the opportunity to develop their teaching and presentation skills would better prepare them for similar educational responsibilities within practice.

Recommendation 5: AACP should continue to provide programming at the ASHP Midyear Clinical meeting focused on the academic life. The committee recommended

that the presentations (in portable document format) be packaged for delivery on DVD, possibly with companion articles by leading pharmacy educators. Interviews with recent recipients of Teacher of the Year Awards or leading educators could also add depth to the presentation of the benefits of academia and the role of various educators in the preparation of the next generation of pharmacists.

Recommendation 6: The committee also recommended that AACP revisit the role of students within the academy. It was felt by several members that engagement of students in association activities, rather than simply as the focus of a recruitment effort, would encourage highly qualified students to more seriously consider a life in academia. An organizational entity such as the Council of Students may not be necessary to achieve this goal, but it was felt that there is a real need to encourage interested undergraduates to participate in association activities and school or college of pharmacy committees (e.g. student affairs, admissions, search committees, faculty meetings) to gain insights into the issues involving pharmacy educators.

Strategy 3: Strategies that may be utilized at the national and local level include

- School sponsorship of student attendance at AACP and NABP/AACP District meetings
- Discounted AACP registration (student and sponsoring faculty) to national meetings
- Student programming at the AACP and ASHP Midyear meetings
- Creation of academic internships for students interested in academic careers at the local (school or college) and national level (AACP)
- Develop specialized seminars for students considering careers in academia. The seminars would explore academic careers and attempt to enhance the students' potential for entering academia (e.g. workshops on the creation of a CV, public speaking, research skill development)
- Encourage schools and colleges of pharmacy to create elective seminars that would expose students to local educators and administrators with the intent of opening a dialogue between students interested in academia and those in pharmacy who are living the life of an academic.

Recommendation 7: In addition, AACP is encouraged to examine the role of students within the American Association of Colleges of Pharmacy and to consider the creation of a student organization that would support activities of students who are interested in academic careers similar to professional organizations that encourage students to consider various other careers within pharmacy (e.g. institutional, independent community pharmacy, managed care, etc.).

Career Tracks

Issue: The committee discussed in some detail the developing trend, particularly among many of the newly established schools of pharmacy, to use career contracts as an alternative to tenure. The feeling was that an important consideration in establishing a career contract system is consistency. Several members expressed concern about the creation of dual career tracks (tenure versus contract) and the effect such a system

would have on faculty morale and professional advancement. The committee observed that this issue may arise in two ways. First is the creation of separate career advancement systems in which basic science faculty are placed into a tenure system and practice faculty into a career contract system with the length of the contract determined by the number of years the person has been with the college or school. The effect is to create a caste system in which basic sciences faculty are viewed as having a higher status and more permanence than non-tenure faculty.

While both systems may provide year-to-year security in the first five to seven years, after the tenure threshold is reached, the level of job security enjoyed by the tenured faculty member becomes permanent while the career contract faculty would enjoy a more nominal period of three – five years in the form a “rolling contract.”

Rolling contracts, in theory, permit the administration more leverage in encouraging faculty to adapt and change in response to strategic initiatives or to improve in perceived areas of individual weakness. The perception of the tenure system is that the administration enjoys significantly less leverage with tenured faculty and this, in effect, shifts control to the individual tenured faculty member. This has resulted in a growing trend toward *post-tenure review*. While the trend is not yet wide spread, it may alter the perception that exists concerning administrative oversight and the need for faculty to be more responsive to change.

Issue: A second issue related to tenure is when to enter the system and how the decision concerning the award of tenure is reached. Because of the perceived importance of the tenure process and the stringency of the review, some junior faculty may elect to delay consideration for tenure until they feel prepared for the process. Some universities permit new faculty, particularly practice faculty, to enter a non-tenure track and stay in that track for a prescribed period (honeymoon period) until they elect to switch into a tenure track. In one case, the faculty member must have a proposed research strategy before making the switch. This strategy, if used judiciously, may be effective in attracting faculty, but the university must clearly describe the policy and procedure for the use of non-tenure track designation to avoid the perception that faculty entering this track are unprepared for academia or will be permanently designated as non-tenure. An alternative would be to extend the tenure window from the nominal six years to ten as has been proposed and adopted at some institutions.⁵

The important consideration is creation of a policy that is consistent, and accomplishes the goal of attracting faculty without creating the perception that these are second class citizens within the academic community.

In the case of new practice faculty, this policy would permit the faculty member time to establish a credible practice and in the case of basic sciences faculty, it allows time to establish a research program.

A variation on this policy is the strategy, adopted by some schools and colleges of pharmacy, of permitting some faculty to move between tenure and non-tenure tracks. It was acknowledged that, while this policy has been used in other health professions (e.g. nursing, medicine, allied health professions), it has not become commonplace in pharmacy. Several members of the committee voiced concerns that the policy concerning moving from tenure to a non-tenure (e.g. career contract) track needed to be clear and accepted by all faculty to avoid the perception that faculty were incapable of

performing in a tenure track and elected the move into non-tenure status as a career saving effort. It would be particularly problematic for faculty who entered a tenure track, elected to leave that track temporarily and then sought to re-enter the tenure track, in effect “stopping the clock” on progression toward tenure.

Recommendation 8: The committee felt that AACP needs to more closely examine the entire issue of tenure, specifically the following:

- The relevance of tenure – is tenure important or even relevant for all faculty in every setting? One aspect of this examination should be the impact of the tenure system on recruitment and in meeting the needs of faculty (e.g. board certification as a measure of competence for practice faculty).
- Rate of faculty advancement (e.g. tenure and promotion between academic ranks)
- Creation of policies that routinely permit newly hired faculty to be designated as non-tenure, career contract status to allow time for establishment of their professional goals, research and practice styles and to adjust to the role of an academic
- Review of existing policies that permit faculty to move between tenure and non-tenure status
- Post-tenure review as a strategy for personal and institutional growth

Preparation of Practice Faculty for Academic Careers

Issue: The committee examined the issue of recruitment of practice faculty into academia and the preparation of those individuals for roles in academia. The critical shortage of highly qualified clinicians in both practice and pharmacy education has created pressure from many directions for qualified personnel. Nowhere is this pressure more evident than in competition for residency- and fellowship-prepared clinicians. The academy needs to examine the issues relating to post-graduate education and how those issues relate to the recruitment and preparation of practice faculty for roles in academia. The committee acknowledged that there is resistance to changing the focus and composition of existing practice residencies since the change would not necessarily benefit institutions as much as academia, and it would require a major revision to existing residency standards.

Recommendation 9: The committee recommends that AACP undertake a study of residencies and fellowships to determine the feasibility of adding teaching as a component, at least in college-sponsored or affiliated residencies. It also recommended that AACP and pharmacy professional organizations engage in a meaningful dialogue concerning inclusion of teaching skill development in all accredited residencies. AACP should also examine the possibility of supporting or endorsing the creation of innovative clinical appointments that would foster the development of research and teaching skills among those considering a career in academia. This could take the form of a three year fellowship in which the participant would be awarded the rank of Assistant Professor and permitted to assume a limited role as a pharmacy faculty member. This should be considered in the context of the career track discussion above. Finally, the committee recommends that AACP consider innovative mechanisms for developing teaching and research skills among practice faculty.

Professional Development

Issue: Professional development is frequently cited as an attractive aspect of academic life by faculty but one that may be limited in periods of budget cuts, faculty turnover and increased teaching loads. It is as important in retaining experienced faculty as it is in initially attracting highly qualified individuals into academia. Ernest Boyer, in his widely regarded discussion of scholarship, recommended that faculty enter into *creative contracts* with the university that outline opportunities for growth and exploration linked to both the faculty member's expectations at various stages of their career and the needs of the university. He suggested that these contracts permit faculty to broaden (rather than narrow) their academic focus and that these opportunities be continuous and linked to evaluative criteria. These criteria should *reflect changing patterns of personal and professional growth across a lifetime*.⁶ His conclusion is that faculty, regardless of the stage of their professional career, can benefit from periodic opportunities for renewal.

Schools of pharmacy should also recognize the inherent value of renewal in both attracting and retaining faculty through the creation of a clear policy of professional development.

Strategy 4: The Committee recommends that schools of pharmacy examine university and college philosophies of creating understandable and readily available programs of faculty development and promote those programs to new and experienced faculty alike. Those programs may include but should not be limited to

- New faculty orientation – life of the academic
- Grant writing workshops
- Experienced faculty mentoring junior faculty
- Teaching effectiveness workshops (e.g. brown bag seminars on technology)
- Retreats for overall faculty development and renewal.
- Administrative support for guiding faculty through the minefield of academia (e.g. grading, legal issues, student mentorship, conflict resolution)
- Resources for support of faculty (e.g. advisors or support units that can assist faculty with academic issues so they do not feel deserted)

One unique model that was discussed is to have department level committees that can coordinate the delivery of curricular content as an alternative, or in some cases a supplement to the role of a department chair. The beneficial aspects of charging a group of individuals with different, but complementary areas would permit better support of individual faculty and permit more individuals to experience leadership opportunities.

Another approach would be to create specialized administrative opportunities within the school or college of pharmacy in areas of development, residency supervision, community outreach and supervision of small administrative units within the larger administrative structure (e.g. vice-chairpersons). These opportunities would permit talented faculty to examine and develop the skills necessary to function as leaders within the academic community.

Leadership Development

Issue: Schools need to create opportunities for faculty to examine and then, if interested, pursue leadership roles within the college. One potential barrier to schools developing leaders from within their own ranks is faculty resistance to internal searches for administrative positions. The consensus of the committee was that the absence of a leadership development strategy may reduce opportunities for internal growth and create the impression among colleagues that the person was selected as an act of fiscal constraint or availability rather than for their developing leadership potential.

Strategy 5: The committee felt that schools of pharmacy should develop a strategy for developing leadership skills among faculty who may consider an administrative career path and then work to create real opportunities for these faculty to grow into the role of capable administrator

In addition to the recently implement AACP Academic Leadership Fellows Program, the committee felt that schools in general and senior administrators specifically should aggressively recruit talented faculty and place them into responsible roles that develop their leadership skills. These internal leadership roles should be focused, provide for mentorship and feedback and gradually expose the potential leader to greater levels of independence and responsibility. Some of the opportunities identified by the committee included

- Placement of interested faculty on the School of Pharmacy Executive Committee
- Creation of vice-chairperson positions
- Creation of a three year rotating development position for mid-career faculty who are interested in becoming more familiar with the administrative aspects of grant writing, development and fund raising.
- Create opportunities for leadership “exploration” by mid-career faculty (e.g. participation in leadership conferences)
- Creation of an administrative team made up of faculty who would assume responsibility for clearly identified leadership roles within the department in place of the traditional department chairperson role
- Administrative mentorship for junior faculty in leadership roles
- Executive faculty in residence – encouraging senior and retired faculty to return to academia as mentors

Incentives

Issue: A significant amount of the committee’s deliberations was focused on the role of incentives in faculty recruitment and retention. Incentives and the general area of compensation can generally be broken into the following categories:

- Startup packages (e.g. laboratory equipment, reduced workload, technical support)
- Direct compensation (inc. COLA and fringe benefits)
- Indirect compensation, research support, support to professional meetings, sabbatical support)

- Merit increases (bonuses)
- Income from grant activities
- Income from professional practice plan
- Income from consulting and honoraria

Startup packages – previous work by the Council of Deans/Council of Faculties Joint Committee on Faculty Recruitment and Retention⁷ generally found that, overall, new faculty were pleased with the financial commitment by the institution to their first year startup “package.” The report, however, observed that the level of satisfaction varied extensively, with pharmacy administration faculty reporting the lowest level of satisfaction with their startup package and faculty in pharmacology/toxicology reporting the highest. While this data is somewhat dated, it points to a potential problem with uniform levels of initial support for new faculty that may have been exacerbated by the creation of a large number of new pharmacy schools in the period since the report was conducted.

Recommendation 10: The committee recommends that the information collected in the 1992 survey be updated in the broader context of a faculty compensation survey. The expanded survey could build on the existing Annual Salary Survey and would include information on initial support (e.g. year 1 – 5 of their academic career), non-monetary compensatory mechanisms and fringe benefits.

Data from the new survey could be used in strategic planning and to develop more uniform approaches to faculty recruitment. Indeed, one of the 1992 Committee’s recommendations was to *conduct a study of all pharmacy schools and colleges to determine the current level of support of new faculty in terms of seed money, equipment money, personnel, and space.* The current Joint Committee on Recruitment and Retention endorses that recommendation.

Issue: Compensation (direct and indirect) – The area of faculty compensation is a constantly changing landscape as budgets constrict, new programs compete for scarce resources, and the faculty shortage continues and worsens. Pharmacy education administrators are constantly challenged to find creative mechanisms for recruiting and retaining qualified faculty. While direct compensation may be tied to academic rank, years of service to the university and tenure status, other forms of indirect compensation have begun to rise in importance to faculty. A short list of indirect forms of compensation would include

- Flexible time
- Shared positions
- Parental leave
- Sabbaticals
- Travel to professional meetings
- Reduced workload
- Professional development support

The existence of these different forms of indirect compensation and their value to faculty should be examined more closely by the academy.

Recommendation 11: The committee recommends inclusion of indirect compensatory mechanisms in a comprehensive salary survey to better understand the prevalence and impact of these mechanisms on faculty recruitment and retention.

Recommendation 12: Individual schools are urged to develop effective policies and budgetary support for implementation of such mechanisms as deemed of value to their individual faculty.

Issue: Finally, the survey of compensation should attempt to distinguish cost-of-living-allowances (COLA) from merit increases. The difference is more than semantics. The importance of rewarding meritorious performance is often overlooked in the egalitarian atmosphere of academia; it is not in the two worlds with which we compete – industry and practice. The importance of meritorious compensation takes on many forms, some organizational, some based upon initiative. Organizational efforts to reward merit include merit salary increases, increases linked to promotion and/or tenure and salary recovery linked to grant activity. Salary increases linked to individual initiative often take the form of consulting income and bonuses linked to professional plan activity.

Recommendation 13: The academy is encouraged to include questions concerning merit salary increases in a comprehensive salary survey.

Faculty Consulting

The committee discussed at length the impact of consulting as a way to augment faculty income. Members of the committee noted that policies governing consulting, where they exist, are often inconsistent and many of the details are often left to negotiation. Some colleges include a nominal amount of time (e.g. 20%) that can be devoted to consulting, while other colleges seek to place limits on the amount of outside income and the sources of that income on individual faculty. Other colleges require outside income to be managed through a Professional Practice Plan (PPP). Grants are typically subject to different policies and may be subject to an administrative or Dean's tax while individual consulting income is not. The one conclusion that may be drawn from the current state of policies and procedures governing consulting is that they are inconsistent from one pharmacy school to another and perhaps even within individual pharmacy schools.

The committee raised several issues that are in need of clarification.

- What is the normal amount of time that individual pharmacy faculty should be permitted to consult? (e.g. 20% of a 40 hour work week or up to 20% of their gross salary?)
- How do schools manage potential conflict of interest issues (e.g. faculty serving as consultants to the pharmaceutical industry or as speakers on a class of drugs sponsored by a company that is a major manufacturer of drugs within the class)
- Philosophy toward consulting - is it encouraged or simply tolerated by the administration?
- Equity between academic disciplines - some academic disciplines have opportunities for consulting, others do not. For example, practice faculty may enjoy enhanced salary via stipends from the site or practice revenue that is not available to faculty in the basic sciences. The stipend does not appear on the

college's budget but does impact the overall compensation of the practice faculty.

- Compensation of faculty and staff – some faculty may benefit at the expense of other faculty or staff who must cover (e.g. committees, mentorship, increased workload) for the person earning the outside income from consulting. Examples: Clinical Research Organizations, Policy Centers, Biotechnology Programs, faculty incentive programs
- Where Professional Practice Plans exist, there is a question of oversight and policies governing use. The question that arises is should the school or college exercise oversight to guard against potential conflict-of-interest or should the control reside with the faculty? Should Professional Practice Plan revenue be used for specific areas of professional development (e.g. new faculty startup) or should it be used to augment faculty salaries? Is the administration entitled to a share of the income just as they may glean overhead from grants and contracts?

Recommendation 14: Encourage AACP to examine the issue of Professional Practice Plans to better understand the following:

- Governance and oversight – seek to clarify how individual schools and colleges establish and manage income from faculty consulting.
- Relate consulting income to faculty contracts – develop specific contract language that is utilized by individual schools and colleges to address faculty consulting.
- Develop a policy that addresses the relationship between practice faculty and income that may be derived from consulting at the site or practice where they are located. This relates to the potential conflict that may arise between faculty contracts and consulting that may occur on site and “off the radar screen” of the school or college administration.
- Consider development of a survey to determine the extent to which schools encourage participation in professional practice plans. Issues include the prevalence, policies, risks, advantages. This may also be included as part of a comprehensive salary survey.

Strategy 5: Develop programming for the next AACP Midyear Meeting that will focus on the issue of conflict-of-interest not only as it relates to research, but as it relates to the creation of a sense of enmity within the academic community.

Strategy 6: Develop programming for the next Annual Meeting on the topic of ***New Enterprise Creation***. The focus of the program will be the creation of innovative organizational entities that move the concept of professional practice plans from a convenient vehicle for managing serendipitous income to a strategic initiative involving university and pharmacy school support for faculty ideas. The goal would be to develop strategies for individual faculty or groups of faculty to benefit from their expertise in a way that maximizes their potential for success. The university would act as an incubator to assist the faculty member with growing their ideas or to derive the full value from the consulting time that they are allowed.

One example that has been discussed extensively in the literature is the concept of repurposing (re-packaging) faculty lectures or instructional content for distribution via the Internet. Distance education is a rapidly growing method of instructional delivery that seeks to provide educational opportunities for students in underserved areas or for whom time and distance are significant barriers. Schools and colleges are constantly seeking alternative revenue streams that can improve the overall quality of instruction and expand the reach of campus-based programs of study.

A new enterprise creation would be a non-profit entity that was established for the commercialization of instructional content to pharmacists seeking certificate training in pharmacy practice. The organizational entity would perform the needs assessment, assist with the curricular development (e.g. instructional design, graphics, creation of knowledge repositories) and work with faculty teams to create the final product. The entity would develop a pricing structure, prepare marketing materials and establish timetables and quality indicators. The faculty would be contractually obligated to develop materials within a stated time frame and to predetermined standards. The entity would develop the legal documents, protect the intellectual rights of the faculty (content authors) and manage distribution of the final product(s). The faculty members would receive additional compensation up to the limits of their contract and residuals for continued use of the content beyond the initial contract period. Some of the revenue after expenses would be placed into a Professional Practice Plan for distribution to faculty and staff for professional development and some of the revenue would be used to improve the technical capability of the school, thus better enabling the school and the non-profit to compete with for profit e-learning companies.

The overall impact of this approach would be to encourage faculty to work hand-in-hand with the administration of the college or school to locate and capitalize on opportunities for growth. The same approach could be utilized to establish a Contract Research Organization, conduct policy research for government agencies, conduct clinical trials with affiliated sites or form joint ventures with small research laboratories. This form of **Academic Entrepreneurship** may be an alien concept to both faculty and administration, but it may well be the key to effectively managing faculty consulting and insuring congruence between faculty and administration goals. This approach would result in the creation of a unique opportunity for knowledge exploitation, stimulation of entrepreneurial behavior by faculty and administration and the development of a more managerially sound system for managing faculty consulting.

¹ Jacobs, E.W., et al., *Contemporary Issues Surrounding the Recruitment and Retention of Pharmacy Faculty Members: The Report of the 1991-92 Council of Deans/Council of Faculties Joint Committee on Faculty Recruitment and Retention*, **AJPE** (57)43S-50S (Winter 1993).

² Narducci, W.A., et al., *Report of the Teachers of Pharmacy Practice Task Force on Faculty Resource Development and Renewal*, **AJPE** (58)228-235 (Summer 1994).

³ Lee, M., et al., *Report of the Task Force on the Recruitment and Retention of Pharmacy Practice Faculty*, **AJPE**(59) 28S-33S (Winter 1995).

⁴ Anon., *Backgrounder: Congress Responds to Pharmacist and Pharmacy College Faculty Shortage*, AFPE (www.afpenet.org/news_congress_responds.htm).

⁵ Holmes, D.E. & Lindeman, L.M., *Faculty Shortages Across the Health Professions: Implications for Teaching and Workforce*, Proceedings 9th Congress of Health Professions Educators, Washington, DC (June 2002) p. 20.

⁶ Boyer, E.L., *Scholarship Reconsidered: Priorities of the Professoriate*, The Carnegie Foundation for the Advancement of Teaching, New York (1990), p. 51.

⁷ Jacobs, E.W., et al., *Contemporary Issues Surrounding the Recruitment and Retention of Pharmacy Faculty Members: The Report of the 1991-92 Council of Deans/Council of Faculties Joint Committee on Faculty Recruitment and Retention*, **AJPE** (57)43S-50S (Winter 1993).