

AACP COD-COF Joint Task Force on Faculty Workforce Charge 1: Identify mechanisms, resources, and policies that could be developed and implemented within schools/colleges of pharmacy that would enhance the quality of life of faculty.

Task Force members appointed to work on Charge 1 (henceforth, the “subcommittee”) pulled together Task Force recommendations from previous years in addition to studies on faculty quality of work life, conducted both within and outside of pharmacy. The vast literature provides a wealth of theory, applied knowledge, and details on this multifaceted, complex issue, even though additional research is needed to address certain unanswered questions. There are numerous studies corroborating findings on central themes/ideas that should prove very useful to colleges/schools of pharmacy and to the Academy. The subcommittee has opted to concentrate its efforts to flesh out detailed recommendations on four, key areas: **faculty recruitment, faculty mentoring, organizational climate/culture, and role of the department chair**. The subcommittee believes that intertwined in all four areas are issues of gender, cultural sensitivity, and generational dynamics. A wealth of evidence suggests that female faculty and faculty from ethnic minorities experience additional barriers to their quality of work life and productivity in the academic environment. Women and ethnic minority faculty have reported a more difficult time establishing networks of colleagues, are not mentored as proactively or as effectively, and thus have a more difficult time actuating appropriate connections and power bases that are important for attainment of organizational rewards, extramural funding, and social connectivity. Moreover, some evidence suggests that their scholarly contributions may be marginalized. Generational dynamics is also a critical factor to consider. Much has changed from previous decades wherein employers could expect “loyalty” from employees, young and old, without necessarily having to invest much time and energy to do so. Society has witnessed myriad changes over the past decades, including increased mobility, enhanced technology, and numerous world events and cultural shifts that shape the mindsets of persons from varied generations. Research has demonstrated that Generation X and Generation Y (Millennial) faculty have very unique mindsets about the workplace than do those from Baby Boomer or other generations, and thus must be communicated with, mentored, motivated, and evaluated with these things in mind. These issues are all considered in the four aforementioned concepts in recommendations for programming and policies. Following are critical examinations and recommendations with respect to each of these four concepts.

1. **Faculty Recruitment**. While not a factor directly impacting faculty quality of work life, per se, recruitment of future faculty, particularly those from the pharmacy profession, is seen as key to ameliorate current and future faculty shortages, which create a more onerous workload on existing faculty and diminishes their vitality and productivity. The committee has identified some best practices in recruitment strategies, which include, but are not limited to advanced practice (APPE) experiences in academic pharmacy, shadowing experiences, teaching certificates and academic rotations for students and residents, student mentoring programs, and outreach/education to graduate students. A recent report in AJHP identified teaching opportunities in residency programs and concluded that while there are opportunities, there is considerable variation in training and exposure of residents to teaching and to opportunities in academia. The same can be said of the state of doctoral and post-doctoral training programs.

The subcommittee respectfully requests that AACP conduct a call for best practices in recruitment experiences and for preparation of potential future faculty to enter academia.

The subcommittee also respectfully requests to AACP that it calls upon ASHP to standardize any academic component to PGY2 residency experiences in its accreditation standards. Alternatively, it might recommend PGY2 experiences that combine academic pharmacy and specialty practice, development of academic fellowship experiences with ACCP or other partners, and other novel approaches to encourage academic pharmacy as a career.

Additional strategies requiring further exploration include the following:

- Academic pharmacy APPE rotations: There are many of these but we do not know if most, or which schools offer them, what components are included, and how many students participate. Example syllabi would be helpful in formulating recommendations. Specific ideas could become part of a faculty recruitment “toolkit” for schools and colleges of pharmacy. The subcommittee recommends annual conference programming eliciting best practices for academic pharmacy APPE rotations.
- Academic pharmacy rotations for post-graduate residents and research fellows: Inclusion of rotations for PGY1 and PGY2 residents is advocated. ACCP and ASHP recommend inclusion of uniform teaching objectives in residency standards. The subcommittee recommends that AACP encourage ASHP to conduct programming and collect information on best practices for academic and pedagogic training. For programs not affiliated with a school or college of pharmacy, it is recommended that they seek elective rotations, regular seminars, and other resources with nearby affiliated residency programs to meet these objectives.
- Graduate students orientation to academia: Many graduate students serve as teaching or graduate assistants and have some exposure to academic life. Some graduate schools offer primers on teaching or life as a faculty member, but to what extent such programs exist specifically in schools or colleges of pharmacy is not known. This is particularly problematic with evidence suggesting the difficulty for new faculty to actuate a career in academic, particularly for those without a pharmacy degree. AACP might consider recommendations to ACPE that faculty, graduate students, and post-doctoral students receive some sort of orientation to the profession of pharmacy and the unique experiences of participation in and governance of a professional program of study.
- Broad visibility and communications: AACP communications initiative on National Pharmacy Educator Week is an excellent means to expose students to careers in academic life. It is recommended that this program be continued annually. Best practices among Colleges/Schools of pharmacy for successful programming during National Pharmacy Educator Week may be sought.
- Career fair participation: Another opportunity to reach students who may not be knowledgeable about academic careers is to provide academic information at career fairs that most schools or colleges of pharmacy host for employers. A table staffed by faculty to answer questions and provide information via brochures and other documents could be easily managed by a group of faculty members.
- “Grow our own”: At some colleges, there are programs to “grow our own” as a means of attracting pharmacy students into academia and mentoring these students throughout their years in PharmD programs, residencies, fellowships, PhD, and post-doctoral programs. The subcommittee recommends that best practices be sought in these areas, as well. Additionally, the inherent challenges and limitations to such programs and the potential over-reliance of “inbreeding” should be examined and monitored.
- An additional means of recruitment may exist through development programs offered to APPE and IPPE preceptors, which may not only improve the quality of teaching and precepting, but also stimulate interest for practitioners to pursue faculty positions. Little is currently known about the status or utility of such programs, nor of the feasibility and success of recruiting practitioners into post-graduate education for academic careers, in general.
- It is estimated that there are over 20 institutions administering BS programs in pharmaceutical sciences, with projected year 2013 graduates numbering in the

thousands. These programs may serve as rich resources for recruitment of students into pharmacy PhD programs as a means of preparing them to join the Academy.

2. **Mentoring.** The literature is replete with demonstrations reporting the benefits of both informal mentoring and formal mentoring programs. Formal mentoring programs have been associated repeatedly with faculty job satisfaction, commitment, reductions in turnover, productivity, and favorable departmental ethos. The detractors of formal mentoring programs point to specific efforts that did not fully succeed and argue that informal, “self-germinating” or “organic” mentoring relationships are more likely to last; however, when structured appropriately, the overwhelming evidence is supportive of formal mentoring programs, and the existence of formal mentoring programs and the inevitable informal mentoring that occurs among colleagues are not mutually exclusive. Moreover, a formal mentoring program assures that all new faculty have a mentor.

As a result of a wide review of the literature and an examination of well-documented, successful efforts at myriad institutions, the Task Force offers the following best practices in structuring a formal mentoring program:

- Input should be sought from a wide variety of sources when developing a mentoring program, including but not limited to administrators, faculty, colleagues from other departments/programs within the institution, and experienced persons at other institutions involved with successful mentoring programs.
- Mentoring programs should be holistic and involve mentoring junior faculty on a career-level, as opposed to focusing exclusively on one area, such as research & scholarship. The mentee can develop other focused mentoring relationships to meet specific developmental needs (e.g., research, teaching, practice), which may be facilitated by the career mentor.
- Mentoring programs should identify specific goals for mentors, mentees, and the department/school/college/institution as a whole.
- The institution should identify specific eligibility criteria for all participants, including but not limited to mentees, career mentors, facilitators, and advisors. Participation as a mentee may be an expectation for junior faculty; however, even well-seasoned faculty might benefit from mentoring. It is even possible that a faculty member be mentored in one area, and provide mentoring in another area. As such, mentorship is seen as a key element in development for faculty at various stages of their career.
- Each participant in the process should have a clearly defined set of expectations, roles, and responsibilities for their participation in the program.
- Participants, particularly mentors, should be adequately trained on various aspects of mentoring, including but not limited to, career networking, developing rapport/collegiality, ethical research standards, teaching pedagogy, and avoiding mentoring pitfalls.
- There should be recognition for those faculty participating in any mentorship activities, particularly those providing mentorship. The time and effort should be recognized formally in workload allocation, in guidelines for tenure and promotion and for consideration in other organizational rewards. Institutions might consider inclusion of

awards for mentorship of faculty in much the same way they award meritorious teaching and scholarship.

- The above are very important components to successful mentoring; that is, the institutionalization of mentoring as a component of an organization's ethos. The organization should make mentoring an important pillar upon which development and other activities occur.
- Assignment of mentors can be handled by a variety of approaches. There have been successful approaches using mentor-mentee dyads, as well as small mentoring committees paired with mentees, as long as there are limits on the number of mentors per mentee and that formal mentors do not have too many other mentoring assignments. However, consideration must be given to selecting appropriate individuals to be matched with one another. Successful programs have prospective mentors and mentees complete surveys or inventories to match their needs, goals, and interests from participating in a mentoring program. There should be flexibility in the program to allow mentors and mentees to be switched, or reallocated, if a given pair or dyad is not functioning or if either party makes such a request.
- There should be occasional programming dedicated to participants in the mentorship programming both professional (e.g., grantsmanship, teaching strategies) and social in nature (e.g., luncheon or banquet).

Best practices for mentoring programs suggest that there be specific goals in mind for the institution, mentor, and mentee. The goals are best designed by key stakeholders in the department/institution. Examples of goals include:

- Orient new faculty members to the administrative structure and organizational culture of the Department, College/School, and University.
- Promote and encourage faculty development in teaching, scholarship, service
- Provide counsel on academic career development
- Align resources to support and promote faculty development
- Develop role-modeling behaviors among senior and junior faculty, alike
- Facilitate self-awareness, self-confidence, and self-esteem among faculty
- Alleviate stress for junior faculty that arises from confusion, ambiguity, overload, and social isolationism
- Provide an opportunity for mutually beneficial and personally rewarding relationships among faculty
- Provide resources for women faculty and faculty from various racial/ethnic minorities in dealing with additional challenges and stressors they are known to face
- Facilitate potentially life-long, productive and socially rewarding relationships among faculty
- Facilitate communities of learning by helping bring together persons with similar needs and interests
- Improve productivity and career satisfaction among faculty

A mentorship program, like any other program, should be routinely evaluated for its effectiveness. Indicators of success should be identified by the appropriate stakeholders at each institution. Examples include but are not limited to the following:

- Teaching effectiveness of mentees
- Research productivity of mentees and mentors

- Clinical service creativity and productivity
- Mentees contributions in school, university, professional, and civic service
- Participation in self-development and mentoring activities
- Collaborative mentor/mentee efforts in teaching, scholarship, and/or service
- Self-report survey eliciting mentors and mentees satisfaction with the relationship, the meeting of program objectives, mentee development
- Tenure, promotion, and recognition (local & national) of participants
- Retention and work satisfaction of faculty

The subcommittee has identified in the literature certain characteristics that best suit an individual for a role as mentor. It should be noted that while the department chair should inherently be providing mentoring and guidance, it is best to avoid appointment of the chair or other person as a formal mentor for various reasons, including the potential for conflict of interest for what might be best for the mentee versus that of the department. Positive qualities for good mentors have been described, including, but not limited to:

- Commitment to mentoring and to commitment to the organization
- Professional competence (research, teaching, practice, service)
- Excellent communication and interpersonal skills
- Institutionally savvy
- Expresses an interest in the mentee as a person
- A successful track record in mentoring
- Has interests that align with the mentee (not just or necessarily research interests, alone)
- Demonstrates willing to learn and reciprocate in the mentor-mentee relationship
- Protects confidentiality
- Conscientiousness
- Accessibility, sincerity, and honesty
- Even-keeled emotionally
- Sets reasonably high standards for self and for others
- Experienced
- Enthusiastic about his/her discipline
- Appreciates diversity in perspective
- Open-minded and culturally sensitive
- Is a voracious learner
- Good knowledge of the profession and the academy
- Patience
- Reflective, particularly as what it means to be a scholar
- Inspires confidence in others
- Non-manipulative and unselfish
- Self-confident and assertive, but not arrogant

As such, there are well documented pitfalls to avoid, including:

- Attempts by the mentor to clone and coerce the mentee
- Mentor or mentee attempts to take credit for the other's work
- Mentor or mentee does not keep commitments
- Mentor becomes possessive of mentee's time
- Mentor suppresses mentee's independence (won't let go when it's time)
- Mentor believes he/she must be successful with all mentees, all the time (prideful)
- Mentor believes he/she must be respected and adored by all current and former mentees

- Mentor believes that each mentee must be equally hard-working, high-achieving, and always eager to do what is suggested
- Mentor believes he/she must reap tremendous benefit and always enjoy every relationship
- Mentor believes that mentee must never “leave” or disappoint them

The Task Force also recognizes, with the similar aforementioned caveats, characteristics among prospective mentees that will facilitate their likelihood of success in a mentoring program and upon embarking upon an academic career, which include but are not limited to:

- Willingness to participate in development opportunities
- Recognizes the need for self-growth
- Receptiveness to feedback and coaching
- A record of seeking and accepting challenging assignments
- Ability to perform in more than one major skill area and buys into the multi-faceted nature of the academy and employing institution
- Is cautious but trustful of mentor and others aiming to provide help

The Task Force recommends the following websites as resources that should be helpful for development of mentorship program, some of which are direct links to descriptions of specific programs, some are articles or other materials describing effective programs.

This is an article from Yale University which describes the junior faculty mentoring process for seventeen institutions. It provides an overview of the process and expectations for each of these institutions.

<http://www.yale.edu/wff/pdf/ExemplaryJunior%20Faculty%20MentoringPrograms.pdf>

A document from UCLA on some of the important aspects of the mentoring relationship. It describes the interaction between the mentor and mentee as well as ways to avoid difficult situations.

<http://www.faculty.diversity.ucla.edu/mentor/docs/articles/AcademicMentoringHowtoGiveltandGetit.pdf>

A website from the University of Michigan Engineering school. It describes the expectations of mentors such as committing to a student for a term, meeting twice a week for an hour, how to deal with difficult situations, providing feedback, as well as participation in workshops.

http://www.engin.umich.edu/students/amp/stud_mentors.html

A document from UCLA School of Medicine about how to mentor junior faculty. It discusses areas such as academic and career guidance. It includes time management, setting priorities and goal, providing criticism, professional development, and maximizing impact on students. The department chair is responsible for the mentoring process and designates a staff member responsible for mentoring new faculty.

www.deans.medsch.ucla.edu/academic/Mentor.doc

This website from the University of Washington provides several topics junior faculty may need mentoring about such as expectations, promotion, resource acquisition, feedback, and impediments. It provides suggestions for handling these topics as well as how to avoid difficult situations.

<http://faculty.washington.edu/olmstd/research/Mentoring.html>

This website from Harvard provides information on their women's center mentoring programs. They have two mentoring programs: the Radcliffe Mentor program and the Science Mentor Program in the STEM (science, technology, engineering, and mathematics) field.
<http://hcwc.fas.harvard.edu/mentor.html#radcliffe>

This link takes you to the University of Minnesota mentoring programs. They have mentoring programs in various fields of study. The college of biological sciences mentoring program talks about the various activities the mentors does with the mentee and also about the time commitment and the various training that is required. There is a policy on mentoring for all schools, including pharmacy.
<http://www.cbs.umn.edu/main/resources/alumni/mentoring.shtml>
http://www.ahc.umn.edu/prod/groups/ahc/@pub/@ahc/@news/documents/asset/ahc_78345.pdf

This is actually a link to a scholarly journal that was published in 2007 by the Education Resource Information Center. The topic of the paper is: Two Models for Implementing Senior Mentor Programs in Academic Medical Settings.
http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ764141&_ERICExtSearch_SearchType_0=no&accno=EJ764141

This website is about the faculty mentoring program in the Stanford College of Medicine. It discusses the program guidelines and how the relationship between the mentor and mentee should happen.
<http://facultymentoring.stanford.edu/guidelines.html>

UCSF has two excellent models: the general mentoring program (<http://acpers.ucsf.edu/mentoring/>) and then one housed in the Clinical and Translational Science Institute (http://ctsi.ucsf.edu/ca/mentor_program.php).

There are several mentoring programs ongoing and available for perusal at Washington State University. Here are 3 links at the University level, then biochemistry and architecture programs respectively.
http://provost.wsu.edu/faculty_mentoring/guidelines.html
http://provost.wsu.edu/faculty_mentoring/biochem.html
http://provost.wsu.edu/faculty_mentoring/architecture.html

This is a link to a formal mentoring program by the School of Medicine at the University of California—San Diego.
<http://nclam.ucsd.edu/>

http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ764141&_ERICExtSearch_SearchType_0=no&accno=EJ764141

This is actually a link to a scholarly journal that was published in 2007 by the Education Resource Information Center. The topic of the paper is: Two Models for Implementing Senior Mentor Programs in Academic Medical Settings.

The following is a link to a program at the University of North Carolina.
<http://www.pharmacy.unc.edu/labs/mentoring-program>

The Task Force recommends programming at future AACP meetings on best practices, including experienced panelists, for structuring a successful mentoring program and on programming specifically related to mentoring as it pertains to issues of gender,

race/ethnicity, and intergenerational dynamics. The programming will provide strategies for both mentors and mentees to get the most out of their respective programs.

3. **Organizational climate/culture.** Poor relationships with administrators and with colleagues have been repeatedly cited as reasons to leave an academic organization or leave the academy, altogether. The climate/culture of an organization also has implications for its faculty's demonstration of good organizational citizenship behaviors (OCBs), scholarly productivity, creativity, vitality, and commitment. As there are possibly unique, prevailing cultures at the institutional, college/school, and departmental level, the subcommittee proffers suggestions for creating and/or affecting a positive climate at the college/school and departmental level. Of particular importance is collegiality among faculty composing the organization. The level of consensus that exists among colleagues in a college/school, especially within a singular department/discipline, has been observed to be one of the most important factors governing quality of work life. Moreover, the degree to which faculty rely on one another for intellectual stimulation and even for social connectedness outside of work has often been overlooked and underestimated.

Objectives for programs and actions by administrators and colleagues to create a positive workplace include, but are not limited to:

- Retention of faculty, staff and students
- Organizational commitment
- Pride in one's work in pride in the organization
- Intellectual stimulation, creativity, productivity
- Collegiality
- Creation of a learning environment

There are number of methods with which creating a positive workplace climate may be accomplished. Among them are:

- Create a Shared Vision
 - Faculty, staff, students and alumni want to know and have a voice in where the organization is headed.
 - Facilitate and utilize faculty, staff, students, and alumni to establish a shared organizational vision, mission statement and core values.
 - Utilize resources (campus, profession, health care, research, education, etc.) to provide an environmental scan that will inform the development of the organization's mission, mission and core values,
 - Faculty, staff and students want to have a voice in where and how the mission and vision are going to become reality.
 - To provide the map for achieving the vision and mission, there needs to be a strategic plan.
 - Facilitate and utilize faculty, staff, students and alumni to develop the strategic plan. To provide the buy-in and ownership needed to make the plan work, faculty, staff, students and alumni need to be part of the

development of the strategic plan. As part of the strategic planning process:

- Develop a method for the component groups to approve the plan.
 - Develop a method for accountability and periodic review/update to the plan.
 - Develop a method for keeping the plan visible, viable and inextricably linked to monitoring progress toward the organization's achievement of mission and vision.
 - Demonstrate the linkage of the college's plan to that of the university
- Create a Sense of Community/Family Atmosphere
 - Faculty and staff need to have an identity
 - Welcoming receptions for new faculty and staff, with an opportunity for self-introductions, plans for the future, teaching, career, and other individual goals
 - Self-introductions of faculty including formal and informal information (e.g., where born and raised, hobbies, family/significant others, etc) to PharmD students, residents, fellows, and graduate students.
 - College-wide pot luck or other similar events to engage staff and faculty, and select guests from the campus as well as external members of college committees
 - Introductions via newsletters, website, etc.
 - Photo, brief bio and what they will be responsible for within the organization.
 - New faculty and staff need to know how to efficiently function within the organization
 - Orientation program for new faculty and staff (including resources, who to go to and contact information) for :
Examples
 - Vision, mission statement, core values and strategic plan
 - Current school/campus issues
 - Organizational structures – departments, committees, etc.
 - Curriculum
 - Human resources-related information, including reference to appropriate materials and key contact persons in the organization
 - Merit and promotion process
 - Obtaining, office, other equipment, supplies, etc.
 - HIPAA, human research, state professional licenses, etc. requirements
 - Who to contact and how to survive involving day to day operations-phone, computer support, photocopying, etc.
 - Orientation program/information/resources for new faculty and staff on life outside of the organization. Examples:
 - Identify health care providers for themselves and family
 - Dentists, pediatricians, primary care physicians
 - Community/independent pharmacies

- Compounding pharmacies
 - Childcare
 - Transportation systems
 - Exercise facilities
 - Entertainment
 - Shopping
 - Directory of synagogues, mosques, temples, churches from myriad religious organizations
 - Information on area school systems
 - Directory of key business establishments for personal and social needs, as well as for family entertainment (e.g., restaurants, museums, area attractions)
- Students need to know that they are part of the school family / community. Engaged, productive, and satisfied students will inevitably contribute toward a positive workplace climate in an academic enterprise.
 - Alumni
 - Alumni phone call to welcome new students during the Spring/Summer prior to school starting. Provides professional contact person in addition to the student affairs office staff.
 - Alumni reception for new students
 - Support for student activities
 - Alumni participate in student activities, e.g., fund raisers for student community service projects, being preceptor for community service projects, etc.
 - Student orientation programs

Dean sets the stage with the notion of transparency, direction and community/ family.

 - Student council officers should be briefed on major issues/changes in a session with the dean and to provide the dean with student perspectives of the issues/changes.
 - Student council meetings should have a monthly report from the dean, other designated administrators
 - Student council meetings should provide a forum for discussing student issues with the dean and other appropriate administrators.
 - Fall mixers for first professional year health science majors
 - Student councils representing health science majors
 - Appoint an interprofessional liaison charged to be the primary contact person
 - Mixer for student council officers to establish communications and develop relationships at the start of each academic year
 - Small group discussions involving faculty facilitator and students to provide opportunities for students to meet each other and to meet faculty as well as to discuss relevant topics, e.g.

- professionalism, diversity, etc., to orient and establish behavioral expectations
 - Upper classmen mentoring program for students entering the professional program
 - Faculty participation in student activities, e.g. fund raisers for student community service projects, talent show, being preceptor for community service projects, faculty advisor for student professional organizations, etc.
- Faculty and staff development and collaboration
 - Career mentoring program for junior and new faculty (See mentoring)
 - Mentoring program for new staff
 - Educational programming with internal and external speakers, e.g. grand rounds for faculty and/or staff
 - Identification of research and teaching silos and working toward collaboration
 - Common break areas in research facilities
 - Annual departmental poster session for students/preceptors and faculty projects to provide information on what is being done and by whom
 - Clinical correlate sessions in science courses and science correlate sessions in clinical didactic courses
 - Highlight faculty accomplishments
 - New research faculty
 - Introduce to researchers in other schools and colleges, and nearby universities
 - Circulate a document showing funding, and key research index terms
 - Develop opportunities for collaboration between clinical practice faculty and pharmaceutical science/basic science faculty within the school and across health professions schools:
 - Translational research
 - Cross department/school grant applications
 - Seed money for collaborative research
 - Contributions and recognition of faculty and staff for activities and achievements in meeting the organization's strategic plan goals and objectives, teaching awards, mentoring, etc.
- Keeping faculty, staff, students and alumni in the information loop on the College/school and Campus, strategic plan, issues, accomplishments, etc.
 - Dean's newsletter to faculty, staff, students and alumni
 - Posting of news and events on school website
 - Promotions, elected/appointed offices and awards received by faculty, staff, students and alumni
 - Interdepartmental, interdisciplinary inter-school collaborations and grants received.

- Faculty, staff, and student publications and posters presented at meetings
 - Display agenda items in language common to the shared vision
 - Publish and circulate campus leaders' agenda items to both faculty and staff in advance of meetings
 - Community service activities in which faculty, staff and/or students are involved. Highlight interdisciplinary collaborations of students in community service projects and collaborations between alumni and students in community service activities.
4. ***Role of the department chair.*** Research has shown consistently that faculty work satisfaction and productivity are highly dependent upon their relationship with the chair, who is instrumental in establishing climate and ethos within the department. Support from the department chair has been shown to buffer the deleterious effects of role conflict/ambiguity and is instrumental in the success of mentoring programs, and thus, faculty productivity. The Task Force recommends specific development programming at AACP for department chairs, and also recommends programming for all faculty, particularly junior faculty, on establishing rapport and gaining the confidence and support of their respective chairs. It is intended that such training be beneficial for other administrators, particularly new deans and other faculty contemplating leadership roles.

The Task Force identified a wide array of resources and programs available in which current and aspiring chairs may utilize to improve communication and effectiveness. AACP might consider inclusion of similar programming at its annual conference and make available ongoing modules delivered through various media.

I. CHAIR 101 Series (A program that a number of medical schools conduct for their Chairs)

Goals of the workshop include (In part from <http://www.pubapps.vcu.edu/gehli/department.html>):

- Increase the Chair's knowledge of the university policies, personnel, financial systems and general university resources.
- Clarify the role of the department chair and what is necessary to function in this position.
- Gain practical skills in the day-to-day management of departmental affairs
- Build a network of contacts within the university for ongoing problem-solving, support, and information sharing.
- Develop a network of contacts external to the university for support and information-sharing.
- Budget development.
 - i. Understanding the University Structure
 - ii. What is a Chair? Roles and Functions
 - iii. Networking – Inside & Out
 - iv. Systems Thinking
 - v. Budget 101: Development & Management

b. Ongoing modules (webcasts, podcasts, regional meetings)

- i. Team building
- ii. Faculty & Staff Development

- iii. Evaluation & Assessment
- iv. Hiring & Firing: Legal/Regulatory policy
- v. Difficult Conversations
- vi. Strategic Planning
- vii. Using Data to guide Planning & Development
- viii. Budget 201: Fiscal Policy & Fundraising
- ix. Transformational Leadership

II. Virtual Library – Books & Publications that could be made available through the AACP website portal for chairs (and deans)

Following are excellent written resources:

- ***Academic Leader* (newsletter). Rob Kelly, Editor. Magna Publications.**
The *Academic Leader* provides practical tips about chairing department and brief discussions of research studies. Inquiries may be directed to Magna Publications, Inc. 607 N. Sherman Ave., Madison, WI 53704.
- **Bennett, J.B. (1983). *Managing the Academic Department*. New York: American Council on Education – Macmillan Publishing Co.**
Contains case studies of specific faculty and department situations. This book is intended to help department chairs learn constructive reactions to department problems. Case studies include discussion of responsibilities, conflict management, performance counseling, departmental change, decisions, and other special situations. “Performance counseling” case studies are concerned with teaching, course assignment and curriculum, working with teaching assistants and faculty career problems.
- **Bennett, John B. & Figuli, David J. (1990). *Enhancing Departmental Leadership: The Roles of the Chairperson*. Oryx Press.**
Twenty-six contributions discuss topics connected with the roles and responsibilities of chairs, faculty and staff hiring and evaluation, faculty development, legal issues, and determining departmental priorities and direction.
- **Booth, D.B. (1982). *The Departmental Chair: Professional Development and Role Conflict*. AAHE-ERIC Higher Education Research Report 10, 1982. Washington D.C.: American Association for Higher Education.**
Brief, fifty-three page book includes discussion of administrative aspects of chairing a department. “The Chair at Work” section includes commentary on role conflict, ambiguity, and how the chair learns the job.
- **Creswell, J., Wheeler, D., Seagren, A., Egly, N., Beyer, K. (1990). *The Academic Chairperson’s Handbook*. University of Nebraska Press.**
The *Academic Chairperson’s Handbook* provides practical guidance and specific strategies for managing an academic department. Chairs are challenged to consider their own development and create a positive work environment. They give strategies for helping new hires and improve the teaching and scholarship of department faculty. The book is based on a three-year study funded by the Lilly Endowment, Inc. and sponsored by TIAA-CREF. This national study involved semi-structured interviews with over 200 department chairs on 70 college and university campuses. The information is presented with rich quotations from the chairs, making this book a quick and interesting read.

- ***Educational Leadership* (journal). Association for Supervision and Curriculum Development (ASCD).**
Educational Leadership is acknowledged throughout the world as an authoritative source of information about teaching and learning, new ideas and practices relevant to practicing educators, and the latest trends and issues affecting prekindergarten through higher education.
- **Gmelch, Walter H. & Schuh, John H. (eds.) (2004). *The Life Cycle of a Department Chair. New Directions for Higher Education, 126.* Jossey-Bass: San Francisco.**
 This monograph identifies, examines, and analyzes selected issues related to the career development of the department chair with a special focus on how colleges and universities can assist faculty in preparing themselves for this role, and how chairs can be supported during their term of service. Chapters examine how chairs can continue to develop their skills while serving in this leadership role, and how they can prepare themselves for academic life after they conclude their administrative duties as chair.
- **Gmelch, Walter H. and Val. D. Miskin (1993). *Leadership Skills for Department Chairs.* Anker Publishing Company, Inc.**
 Gmelch and Miskin address three major challenges facing department chairs: 1) developing an understanding and clarity about the motives and roles of a chair; 2) understanding the strategic planning process or creating a productive department and 3) developing the key leadership skills required to be an effective department chair. This book focuses on leadership skills of goal setting and team building as well as the communication skills of conflict management. The authors present two somewhat unique chapters on coping with stress and leadership trade-offs and pay-offs.
- **Kimble, G.A. (1979). *A Departmental Chairperson's Survival Manual.* New York: John Wiley & Sons.**
 This book is prepared for chairs in psychology departments, but has broader appeal. This manual resulted from workshops conducted by the Council of Graduate Departments of Psychology. Readers will be amused, elated, and saddened by Kimble's observations. Don't miss the introductory "Letter to a New Chairperson." It contains fourteen lessons starting with the idea: "As head of a department, you must be prepared to budget between one-fourth and one-half of your time for the totally unexpected."
- **Leaming, Deryl R. (2003). *Managing People: A Practical Guide to Chairing the Department.* Anker Publishing Company, Inc.**
 This collection of 13 essays by experienced chairs, deans, and vice presidents explores various aspects of people management and offers suggestions and resources. Examples of essay titles include: "Understanding Yourself," "Understanding and Communicating with Others," "Establishing a Positive Leadership Approach," "Creating Consensus Among Faculty," "Using Meetings to Create Cohesion," "Handling Conflict with Difficult Faculty," and "Building and Maintaining Morale."
- **Leaming, Deryl R. (1988). *Academic Leadership: A Practical Guide to Chairing the Department.* Anker Publishing Company, Inc.**
 Leaming draws on his own personal experience to provide an easy-to-use, comprehensive reference on how to handle many of the more complex situations faced

- by department chairs. He offers practical advice on budgeting, faculty morale, recruiting and politics among others. Sample chapters include: Seven Habits of Successful Chairpersons, Evaluating Faculty Performance, Recruiting and Hiring Faculty Members, Dealing with Difficult Faculty, Building and Maintaining Morale, Fundraising for the Department, Managing Generation X, and Strategies for Faculty Development.
- **Lucas, Ann. F. (2000). *Leading Academic Change: Essential Roles for Department Chairs*. Jossey-Bass Publishers, San Francisco. ISBN: 0787946826**
This visionary yet practical book shows how to manage academic change at the department level. It discusses handling resistance to change, transforming departments into productive learning communities, and improving educational quality for students. Readers will also find concrete guidelines for developing structure and policy that will shape the way departments view themselves and set priorities. In twelve incisive chapters, top academic scholars, authors, and consultants address topics and trends as diverse as service learning, communicating promotion and tenure standards, technological change, curriculum renewal, faculty reward systems, and post-tenure review.
 - **Lucas, Ann (1994). *Strengthening Departmental Leadership: A Team-Building Guide for Chairs in Colleges and Universities*. Jossey-Bass Publishers.**
Presents critical survival techniques for department chairs struggling with team building, communication, faculty development, motivating difficult colleagues, faculty evaluation, managing conflict, and developing an effective relationship with the dean. Chapters include: Strengthening Leadership at the Departmental Level; Leading the Academic Department; Motivating, Evaluating, and Rewarding Faculty Members; Providing Feedback on Classroom Teaching; Enhancing Commitments to Scholarship and Service; Team Building Through Supportive Communication; Managing Conflict, Using Feedback from the Department; Survival Skills for Department Chairs; and Personal Strategies for Strengthening Leadership Effectiveness.
 - **Massey, William F. (2003). *Honoring the Trust: Quality and Cost Containment in Higher Education*. Anker Publishing Company, Inc.**
This book offers solutions for improving the quality of higher education without spending more or undermining research and scholarship. Among the eleven chapters include: The Erosion of Trust; Universities as Economic Enterprises; Subsidies and Contribution Margins; Research, Teaching, and the Quality of Education; Education Quality Oversight; Balancing Cost and Quality; and Performance-Based Resource Allocation.
 - ***The Department Chair* (newsletter). Carolyn Dunmore, Editor. Anker Publishing Company, Inc.**
This quarterly periodical is the most popular resource for news, advice, and practical information among college and university department chairs and deans. Each issue includes original articles by experienced academic managers.
 - ***The Teaching Professor* (newsletter). Weimer, Maryellen, Editor. Magna Publications.**
The Teaching Professor is a forum for discussion of the best strategies supported by the latest research for effective teaching. From tips for class discussion to mentoring fellow

- faculty, *The Teaching Professor* stretches from the theoretical to the highly specific. Example topics are assessment and evaluation, engagement of student interest, faculty time management, and the learner-centered classroom.
- **Tucker, Allan (1992). *Chairing the Academic Department: Leadership Among Peers*. Oryx Press.**
One of the most widely used books on academic leadership. This 566 page volume is comprehensive and covers virtually every issue chairs confront and every skill chairs need to be effective. Tucker designed and tested a model for enhancing the competencies of the academic chairperson. This work aims to “spur chairpersons to analyze their own departments and to compare them” with the departments described in his book. Tucker’s book differs from other academic leadership books in his attention to part-time faculty and graduate teaching assistants as well as support staff and students. Chapters on dealing with deans, university administrative offices and external agencies and assessing the department chair are also unique contributions to chair development.
 - **Wergin, Jon F. (2003). *Departments that Work*. Anker Publishing Company, Inc.** Subtitled, “Building and Sustaining Cultures of Excellence in Academic Departments,” Wergin focuses on what he asserts is the most useful way to build and sustain a culture of excellence – creating a culture of critical reflection and continuous improvement. This approach is what separates *Departments that Work* from other chair development and leadership literature. Chapters include: The Concept of Academic Quality; Motivation for Quality Work; Evaluating Quality in Academic Programs; Creating the Engaged Department; Negotiating Departmental Values, and Enhancing Departmental Quality. In the Appendix, “Departments that Work: What They Do,” Wergin breaks down each chapter into the key characteristics that “work” on each topic.

The following is a list of programs that could be posted or linked onto the AACCP website portal for Chairs.

http://www.acenet.edu/AM/Template.cfm?Section=Course_Descriptions#evaluating

- **Evaluating College Teaching**
This interactive session focuses on student ratings of instruction and the teaching portfolio. It examines important new lessons about what works and what doesn't, key strategies, tough decisions, and the latest research results.
- **Is It Legal To . . . ? Managing Faculty Recruitment, Evaluation, and Discrimination Issues**
What could possibly go wrong? A successful leader looks ahead to events that can derail a department’s mission. A widespread cheating scandal might rock a program. An earthquake might rock the entire region. A good department chair or dean is alert to, but not alarmist about, risks to academic people, programs, and property. This interactive session covers the most common and most serious campus risks. Using a basic risk management framework, participants will learn to anticipate the "hidden risks" in their own programs.
- **Leadership and Teamwork**
This session will address the "call to leadership" and assist department chairs to reflect

on their motives, roles, and stresses as they journey down the road of academic administration. Specifically, the session will examine the trade-offs and pay-offs in department leadership. A simulation exercise provides participants the opportunity to examine both the phenomenon of leadership and the art of encouraging team work.

- **Systems Thinking**

This session will introduce the participants to the concept of "Systems Thinking" as it can apply to higher education. Academic leaders often find themselves spending an enormous amount of time dealing with crisis or chronic problems that may feel unrelated to academic progress. Paradoxically these problems often interfere with moving departments forward. Systems thinking principles and concepts will be presented to help academic leaders achieve higher leverage to be more effective and efficient.

- **Using Data to Guide Departmental Planning, Decision-Making, and Assessment**

Chairs who can effectively use key data sources are at a tremendous advantage in developing departmental plans, making the case for departmental resource needs, facilitating program reviews, and satisfying accreditation standards. This session is designed to familiarize participants with strategies for obtaining both institutional and comparative data, turning data into information that can guide planning and decision-making, and presenting information in the most effective manner..

- **Working with the Dean**

The working relationship between academic chairperson and dean is sometimes described as the "essential partnership" because the success of each depends upon how the two carry out their different, but interdependent role responsibilities. Chairpersons have considerable control in establishing their credibility with the dean and in shaping the way in which the dean works with them. This session will focus on practical leadership communication strategies that enable chairpersons to cultivate a productive working relationship with the dean.

- **Budgeting for Department Chairs**

Chairs have responsibility for garnering human, financial, and physical resources to support your department's vision and mission. This session will focus on understanding the fiscal context within which they operate and using that knowledge to develop and implement a fiscal strategy.

- **Change Management**

Providing leadership for change is one of the chair's biggest challenges. Identifying what needs to change, articulating why it needs to change, and determining how the change will happen requires careful consideration of individual, departmental, and institutional needs and norms. Success requires helping colleagues understand the need for change and its potential benefits as well as the application of change management theories. This session will explore the unique role of the chair in bringing multiple perspectives together into a common vision.

- **Composite Description for Conflict Management**

Even experienced chairs lament the problems and discomfort associated with managing conflict. This session is taught from three different perspectives by three different

presenters, including conflict management within an institutional context, managing conflict using the art of strategic resolution, and interpersonal aspects of conflict.

- **Department Chairs as Transformational Leaders**

The current challenges in higher education require department chairs to be transformative in their approach to leadership. This workshop session introduces participants to a model of transformational leadership that provides a lens through which to examine department chair leadership and through structured sharing, the practical implications of the model may emerge, providing opportunities for reflection on personal leadership attributes.

Summary

The Task Force recognizes the difficulty and interconnectedness of myriad issues facing pharmacy academia and higher education, in general. The major 4 areas identified have considerable overlap yet each contribute uniquely to challenges and opportunities for present and future pharmacy faculty. It is hoped that this report and the resources provided within can greatly assist administrators and faculty at all levels of seniority and across all disciplines and types of institutions.