

Faculty Renewal: A Bleak Landscape

Report of the AACP COF Task Force on Faculty Renewal June 1, 2010

Introduction

The term “sabbatical”, derived from the Jewish word “shabbat” that means “a ceasing”, describes a period of time devoted to a break or leave from daily responsibilities. In 1880, Harvard University was the first college in the United States to offer sabbaticals with the intent that the deserving educator would have the opportunity for self-improvement, rejuvenation, and restoration.^{1,2} This concept has undergone a bit of an evolution and is now more broadly termed “faculty renewal opportunity”. There are a couple of options for this period of “leave” including short-term leaves of a few weeks to a few months (sometimes referred to as “mini-sabbaticals”³) for specific training or education opportunities, as well as the traditional sabbatical leave of 6 to 12 months. The most common type of traditional sabbatical is either a 6 month leave at full pay, or a 12 month leave at half pay.¹

Faculty renewal may seem like a distant concern for new faculty members who are fueled with newly acquired teaching or research techniques as they transition into the world of academia. However, once established and tenured (or contracted), faculty members may start to think about sharpening, or updating, their teaching, research, or practice skills. Both traditional and non-traditional mechanisms exist for faculty to renew or diversify their teaching or research skills. A 1992 study concluded that approximately 75% of all public and private (two- and four-year) institution of higher education offered some form of sabbatical program. While most research-focused schools offer traditional sabbatical opportunities, they have become rare in many smaller, teaching-intense institutions. As a result, there has been an increase in the popularity of many of the non-traditional methods of faculty renewal.

As expected, many colleges and universities limit the number of renewal opportunities offered annually, which means that only a few faculty, if any, are able to take advantage of such programs at each institution on an annual basis. Several factors have been proposed for the reduction in number of renewal opportunities offered including budget cuts, larger enrollments, increased demand for teaching and clinical services, challenges associated with recruitment and retention of faculty members, and increased requirements for active and experiential learning activities that often are very faculty-intensive.

In higher education in general, and in pharmacy schools in particular, there are concerns about the recruitment and retention of faculty. A recent survey of faculty vacancies in pharmacy (November 2008) identified that there were 401 vacancies, of which 53.6% were existing positions and 48.8% were open for seven months or longer.⁴ It was suggested that the availability of renewal programs was an important component of a faculty retention strategy, not only for senior faculty, who may need rejuvenation or wish to change their research focus, but also for junior faculty, who may need new skills to develop and focus their career options.⁵⁻⁹ Unfortunately faculty renewal programs are an easy target for university budget-watchers; however, a cut in renewal programs may be considered short-sighted as that tends to lead to an increase in faculty dissatisfaction and turnover.¹⁰

A lack of faculty renewal opportunities appears to be particularly acute in pharmacy education. The survey conducted by the American Association of Colleges of Pharmacy (AACP) during academic year 2006-07 showed that 77-87.8% of pharmacy schools had no sabbatical participants over a range of eight years, from 2000 to 2007.^{3,11} The rationale for this dearth of participation varies from being personal in nature to a lack of school/college support. A more recent survey of pharmacy faculty satisfaction did not address faculty renewal programs directly, but did investigate institutional support for scholarly inquiry. About 46% of respondents indicated that they were not very satisfied, or not at all satisfied, with institutional support.¹²

There are several barriers that may prevent faculty in schools/colleges of pharmacy from being able to achieve suitable scholarship performance. These barriers include a lack of confidence in research skills, difficulty in balancing scholarship demands with other job expectations, and a perceived lack of reward system for time spent on research activities.¹³ There are yet additional hurdles for clinical faculty members, who often must maintain an active practice site in addition to more traditional teaching and service duties. Interestingly many activities associated with sabbaticals, or other types of renewal programs help to address one or more of these barriers. These activities include, but are not limited to, participation in research, writing papers or research reports, development of a research focus or program, mastery of a new research technique, time to focus on special projects, or intensive training in a specific

area of interest. Specific skills that might be addressed in these programs include how to formulate a research question, design a study, analyze data (biostatistics), and/or write a grant. It should be noted that faculty renewal may also include the “scholarship of teaching”. In this case the faculty member might focus on course development or other curricular initiative that could lead to the development of a research focus and/or improvement in teaching skills.

Mini-sabbaticals have become increasingly popular, especially for many faculty members involved in clinical practice, including those in medicine, pharmacy, and nursing. Due to the need to maintain a clinical practice site and the difficulty associated with training and maintenance of appropriate replacements, it is often very difficult for these faculty members to get away for extended periods of time. Thus renewal opportunities of a shorter duration may be particularly appealing to these faculty members. These abbreviated programs may include visits to other clinical sites to learn new activities or how to develop a new clinical program, collaboration to create new patient care initiatives at the same site, development of new techniques to enhance skills as an educator (e.g., development of standardized patient/participant educational programs), or submission of a specific grant or manuscript for publication. Mini-sabbaticals represent a reasonable compromise for university administrators, who have become less likely to promote or approve full sabbatical programs, and frustrated faculty members who need time to rejuvenate their careers, or to refine a new skill to remain current in their field of expertise.

In addition to institution or clinical site-based locations for faculty renewal programs, professional organizations and their foundations provide a multitude of resources for the advancement of knowledge and skills in patient care, education, leadership/management, and research. For faculty that wish to improve their clinical skills or to learn a new practice area, many organizations offer traineeships and mini-sabbaticals that are generally one to four weeks in duration and cover a variety of specialties including geriatrics, oncology, cardiology, and pain management. Online programs focused on improvement in teaching skills are offered through the AACP and the American College of Clinical Pharmacy (ACCP). Management and leadership training is offered via a variety of platforms that vary from short-term on-site immersion programs to year-long distance-education programs or a combination of the two. Most of the opportunities for renewal programs are found in the area of research. There are many year-long sabbatical programs with a variety of emphasis including public policy, legislation, safety, and health outcomes. Shorter programs are available to help researchers acquire grant-writing skills and new laboratory techniques and methodologies. Table 1 provides detailed information on examples of renewal programs offered through professional organizations and institutions.

In general, the use of faculty renewal programs are underutilized for a variety of reasons, both on the part of university administrators and the faculty members themselves. However, these programs are a time honored component of faculty development and should be an important component of faculty recruitment and retention programs. An increase in faculty awareness of these opportunities along with promotion of these programs by pharmacy academia is likely to represent a major step in enhancing faculty career satisfaction and may be instrumental in helping to retain highly qualified educators, practitioners and researchers in an academic career. Though the academy seriously considered this issue previously in 2006, it is important to track what has transpired in the interim.^{1,3}

The 2009-2010 AACP Council of Faculties Task Force on Faculty Renewal was charged with collecting information and formulating ideas about faculty renewal programs and processes. Specifically this task force was charged to: 1) Document the faculty renewal opportunities that have been utilized by Schools and Colleges during the last 10 years; 2) Tabulate the number of faculty who have availed themselves of these opportunities and create a means to collect information that documents the value of such programs to the faculty who participated in them; 3) Ascertain what the barriers are to the implementation and utilization of a faculty renewal program; and 4) Propose mechanisms to enhance the utilization of faculty renewal opportunities.

Methods

A survey (Appendix 1) was drafted by the 2009-2010 AACP Council of Faculties Task Force on Faculty Renewal. After evaluation of the 2006-2007 AACP Academic Affairs Committee report, faculty renewal definitions and survey items were created by the task force members.³ The survey items were reviewed by several individuals outside the committee for clarity and ease of use. Based on their feedback, revisions to survey items were completed. The survey received “exempt” status from the Institutional Review Board at the Midwestern University Chicago College of Pharmacy. A total of 115 schools/colleges of pharmacy were identified through the AACP roster. Prior to survey dissemination, an

effort was made by each author to identify the individual best qualified to respond to the survey at each of their assigned subset of institutions. One week prior to a scheduled telephone interview, a copy of the survey instrument was emailed to the identified contact at each institution, including the definitions created for sabbaticals, mini-sabbaticals, and focused time. For the purposes of the current study, a mini-sabbatical was defined as a period of paid leave for eligible faculty for no less than one month and no more than three months. A sabbatical was defined as a period of leave for eligible faculty consisting of either a quarter/semester/half-year at full-pay or one year at one-half pay. Focused time was defined as full or part time participation over the course of an undetermined period of time (not considered leave) in a program to enhance or acquire new skills or to promote career change and/or advancement. The time commitment for this type of program may vary from several days to a couple of weeks of full immersion to attendance at several sessions over a 12 month period.

A telephone interview was then conducted by one of the task force members with each of his/her assigned institutions. Occasionally a follow up phone call or e-mail was conducted to gain additional information (e.g., criteria for sabbaticals). At least one follow-up attempt via telephone or email was made with representatives of each of the non-responding institutions. The data was entered into an Excel spreadsheet and is reported descriptively.

Results

A total of 76 institutions responded to the survey, for a response rate of 66%. Forty-four (57.9%) of the respondents were representatives from public institutions and 32 (42.1%) were from private institutions. The mean number of years of operation was 62 years (minimum of 0 years, maximum of 189 years). Seventy-two (94.7%) had a faculty renewal program in place at the time of the survey (see Table 2).

Of the 72 institutions that had a faculty renewal program in place, 60 (83.3%) offered focused time, 27 (37.5%) offered mini-sabbaticals, and 66 (91.7%) offered sabbaticals as part of their renewal program. Overall, the faculty renewal program was specific for pharmacy educators in only 26 (36.1%) of the institutions responding. The vast majority of these institutions, 64 (88.9%) have specific eligibility criteria for participation in their faculty renewal activities (see Table 3).

The parties primarily responsible for establishing the goals of renewal activity participation were the individual faculty member (involved 76.4% of the time) and department chairs (involved 63.4% of the time). By far, the most common type of documentation required after participation in a renewal opportunity is a summary report (required 80.6% of the time). The school or college administration was most commonly responsible for assessment of the effectiveness of faculty renewal programs (68.1%), followed by university administration (26.4%). The main benefits derived from such programs are the addition of needed expertise and an increase in the number of presentations/publications. Benefits such as these and those disadvantages identified by more than 10% of responders are listed in Table 4.

The most common methods for advertisement of faculty renewal opportunities were the faculty handbook, word of mouth, and discussion at college or university meetings (69.4%, 63.9%, and 44.4%, respectively). The most common method to encourage faculty participation was individual recommendation by department chairs (68.1% of respondents). Additional results are located in Table 5. The most commonly reported barrier to the use of faculty renewal programs was the inability to cover didactic workload (reported by 62.5% of respondents).

Discussion

Investigations about faculty renewal programs in the health professions have primarily focused on sabbaticals, specifically in the medical or nursing professions. Faculty renewal programs are available for both short and long periods of time including focused time activities, mini-sabbaticals, and traditional sabbaticals.

A survey conducted in 2006 by the AACP Council of Faculty Affairs Committee evaluated the availability of, perceived barriers to use and recent usage of sabbaticals by pharmacy faculty.³ This is the first pharmacy-based survey to evaluate all three types of faculty renewal programs in Schools/Colleges of Pharmacy in the United States. Our respondents were similar in composition to previous studies, with public (59.7% versus 57.9%) and private (40.4% versus 42.1%) institutions reporting respectively. Nearly all of the Schools/Colleges of Pharmacy surveyed had faculty renewal programs in place which documents the importance of these programs. Interestingly, the majority of schools/colleges reported the availability of focused time opportunities and sabbaticals for faculty with fewer offerings of mini-

sabbaticals (83%, 91.6%, and 37.5% respectively). Given the constraints that clinical faculty face as it relates to continuity of patient care and duties related to experiential education, Schools/Colleges of Pharmacy may want to investigate the possibility of mini-sabbaticals as another type of faculty renewal opportunity, as they are shorter in duration and may present fewer barriers for faculty participation.

A retrospective report evaluated a program that allowed practicing physicians to take leaves of 3-12 months in length to engage in professional and personal development. The results indicated that the physicians developed projects/programs that interested them and that participation in the program had a positive impact on patient care or community development.¹⁴ Our survey revealed a similar use of faculty renewal programs and sabbaticals and that only occasionally (every 2-5 years) did an institution have faculty participate in a faculty renewal program. Most faculty participated in focused time renewal opportunities. The previous AACP survey documented only 12.2 to 33% of pharmacy schools having a faculty member participate in a sabbatical over an eight year period. These results confirm that faculty renewal programs continue to be underutilized despite the documented benefits.^{11,14-15}

Our study found similar benefits for participation in a renewal opportunity including the addition of needed expertise, an increase in the number of publications/presentations, an increase in grant funding and an increase in faculty retention. All of these contribute to the mission of higher education in pharmacy.

The reasons that faculty renewal programs are underutilized that were identified in our survey included the decrease in available preceptors for IPPEs/APPEs and the increase in workload and subsequent decrease in morale for nonparticipating faculty. Not surprisingly, insufficient funding represented a significant barrier for participation in faculty renewal programs. It was also revealed that the inability to balance work and family life may be a key reason for nonparticipation by faculty.

Survey respondents identified solutions to improve faculty participation in these programs that mirrored the barriers with 60% of respondents recognizing that the availability of additional faculty to cover workload/patient responsibilities would likely increase the number of faculty applications for renewal programs. Other solutions identified were an increase in funding to support faculty salary, as well as an increase in awareness. More research needs to be done to explore these barriers and evaluate possible solutions.

In an attempt to pinpoint who was likely to encourage faculty to participate in a renewal opportunity, most respondents reported the Department Chair or the Dean as the individual most engaged in this endeavor. Given that the Department Chair has the ultimate responsibility for coverage of faculty duties, it is possible that this type of encouragement may be curtailed should obvious solutions to workload issues not be evident. The most common mechanisms used by Schools/Colleges of Pharmacy to promote the availability of faculty renewal programs were the faculty handbook and word of mouth. The limited nature of this type of promotion may contribute to an overall lack of knowledge of faculty renewal programs if faculty do not read the handbook or if they do not have an opportunity to participate in a conversation about faculty renewal. In order to improve faculty awareness, Schools/Colleges of Pharmacy might want to consider implementation of multiple and repetitive mechanisms for dissemination of information about faculty renewal programs.

Limitations

As with every survey, there are a number of limitations that should be mentioned. Description of the term "focus time" to survey respondents may have varied between authors. The variety of examples likely to have been presented may or may not have altered the responses provided. Information about this type of renewal opportunity was likely housed with Department Chairs and is almost certainly significantly under-reported in this report. Not only was it possible that the survey respondents may not have had a full appreciation for participation in this type of activity, but not all authors conducted follow up phone calls in an attempt to better capture this data. It should also be noted that there were institutions surveyed for which there were no faculty members yet eligible for a sabbatical.

Despite multiple attempts to engage every AACP member institution in this survey we were only able to capture data from 66% of the academy. This speaks to our general concern about the generalizability of our findings across the academy.

Conclusion

Our survey confirms that faculty are not routinely taking advantage of what appear to be widely available opportunities for faculty renewal, nor are Schools/Colleges of Pharmacy using or promoting

these programs adequately. Faculty members should have opportunities to apply for participation in faculty renewal opportunities in accordance with their professional goals as it relates to teaching, research, clinical and service responsibilities. Schools/Colleges of Pharmacy will need to investigate mechanisms to allow more faculty to participate in faculty renewal programs to enhance productivity, personal accomplishment and retention of faculty members. In addition, faculty should take the initiative to investigate their institution's criteria for eligibility and inquire as to the institution's support. The opportunities available as listed in Table 1 provides faculty, both new and old, with a good sample of programs that may be of value to their career development.

Recommendations:

1. Encourage Deans and Department Chairs to proactively promote their school/college faculty renewal program(s) to both new and established faculty members.
2. Encourage faculty to explore their options for faculty renewal.
3. Encourage AACP COF to continue this Task Force or a related Task Force to allow this year's charges to be completed and to permit better evaluation of the frequency of use of the focus time-type of renewal opportunities.

Respectfully Submitted,

Robin M. Zavod, co-chair
Renee DeHart, co-chair
Susan Conway
Bernie Olin
Bradley Shinn
Rajan Radhadrishnan
Jean-Venable "Kelly" Goode
Naushad Khan-Ghilzai

Table 1: Faculty renewal opportunities with professional organizations

Professional Organization	Renewal Program	Duration and Location	Website
American Association of Colleges of Pharmacy (AACP)	<u>Education Scholar</u> : 8-module curriculum to expand knowledge and skills of health professions educators	Duration not specified, Online	www.aacp.org/career/education/scholar/Pages/default.aspx
	<u>Academic Leadership Fellows Program</u> : Program designed to develop promising faculty for roles as future leaders in academic pharmacy and higher education	One year with 4 week-long sessions in residence plus activities at home institution	www.aacp.org/career/leadership/Pages/default.aspx
	<u>Donald C. Brodie AACP Academic Scholar-in-Residence</u> : Program designed to provide a focused opportunity for a pharmacy faculty member to develop, research and analyze public policy on an issue related to pharmaceutical education or the pharmacy profession.	Up to 12 months, In residence in Washington, D.C.	www.aacp.org/career/scholar/residence/Pages/DonaldCBrodieAACPAcademicScholarinResidence.aspx
AACP/American Association for the Advancement of Sciences (AAAS)	<u>Congressional Fellowship Program</u> : Fellows serve as full-time Congressional staff members and are involved in a broad range of assignments to gain experience in the policy and legislative processes, while contributing professional insights from their discipline.	12 months, In residence in Washington, D.C.	www.aacp.org/career/scholar/residence/Pages/AACPAAASCongressionalFellowshipProgram.aspx
American Chemical Society (ACS)	<u>ACS Short Courses</u> : Courses designed to help chemical scientists keep current in today's competitive marketplace.	1-8 days in length, Locations across U.S.	www.proed.acs.org/programs/index.cfm
American College of Clinical Pharmacy (ACCP)	<u>Focused Investigator Training (FIT) Program</u> : Intensive 1-week hands-on program for experienced pharmacist investigators who have not yet been awarded significant peer-reviewed extramural funding as a principal investigator.	1 week, Location varies	www.accpri.org/fit/index.aspx
	<u>Heart Failure Traineeship</u> : Intensive training program that includes extensive clinical experience in either the ambulatory care and/or inpatient setting(s), a structured didactic component, and exposure to ongoing clinical research.	2-4 weeks, Various predetermined training sites	www.accp.com
	<u>Leadership and Management Certificate Program</u> : A program aimed at developing leadership and management abilities. The curriculum is designed for those who are currently in leadership or management positions or who aspire to pursue leadership positions in the future.	28 hours over 2-3 years, Conducted as part of the ACCP Spring Forum and the ACCP Annual Meeting	www.accp.com/academy/leadershipAndManagement.aspx
	<u>Practice Research Network (PRN) mini-sabbaticals</u> : Available exclusively to PRN members who wish to gain or expand their skills in practice and/or research under the guidance of experts in a particular therapeutic area.	Time and duration varies.	www.accp.com/about/prns.aspx
	<u>Research and Scholarship Certificate Program</u> : A program aimed at	28 hours over 2-3 years,	www.accp.com/academy/research

	developing basic clinical research and scholarly abilities. The target audience is residency-trained clinical pharmacists practicing in settings where involvement in research and scholarly activity is an expectation.	Conducted as part of the ACCP Spring Forum and the ACCP Annual Meeting	rchAndScholarship.aspx
	<u>Teaching and Learning Certificate Program</u> : A program aimed to assist in the recruitment, motivation, and preparation of clinical educators who can inspire students to advance the profession of pharmacy.	28 hours over 2 years, Conducted as part of the ACCP Spring Forum and the ACCP Annual Meeting	www.accp.com/academy/teachingAndLearning.aspx
American Foundation for Pharmaceutical Research (AFPE)	<u>Pharmacy Faculty Fellowship in Geriatric Pharmacy</u> : of advanced education training and/or research (including coursework) in geriatric pharmacy.	Minimum of 6 months, At recognized university or institute	www.afpenet.org/Geriatric_postpharm_fellow.htm
American Pharmacists Association (APhA) and The Wharton School	<u>GlaxoSmithKline Executive Management Program for Pharmacist Leaders</u> : This program focuses on applied learning and includes financial, managerial and leadership approaches to organizational development essential to the pharmacy leader's role.	8 days, Philadelphia, PA	www.pharmacyleaders.net/index.html
American Society of Consultant Pharmacist (ASCP)	<u>Geriatric Pharmacy Review</u> : Interactive, self-assessment learning program consisting of 20-modules to expand pharmacists' knowledge in geriatric pharmacotherapy and pharmaceutical care delivery.	50 hours, Online	www.geriatricpharmacyreview.com/
	<u>Alzheimer's/Dementia Traineeship</u> : Program provides individualized, intensive, didactic and experiential training to prepare pharmacists to provide a high level of pharmaceutical care to persons with Alzheimer's and other related dementias	5 days onsite with pre- and post-assignments, Michigan	www.ascpfoundation.org/traineeships/train_alzheimers.cfm
	<u>Interdisciplinary GeroPsych/Behavioral Disorders Traineeship</u> : Program provides individualized, intensive, didactic and experiential training to prepare the geriatric team to provide a high level of patient care to persons with psychiatric and behavioral disorders.	5 days onsite with pre- and post-assignments, Belmont, MA	www.ascpfoundation.org/traineeships/train_interdisciplinary_pol.cfm
	<u>Pain Management Traineeship</u> : Program provides individualized, intensive, didactic and experiential training to prepare pharmacists to provide a high level of pharmaceutical care to geriatric patients with acute and chronic pain, including those suffering from malignant and nonmalignant pain conditions.	5 days onsite with pre- and post-assignments, Cleveland, OH	www.ascpfoundation.org/traineeships/train_painmanagement.cfm
	<u>Parkinson's Disease Pharmacotherapy Traineeship</u> : Program provides individualized, intensive, didactic and experiential training to prepare pharmacists to provide a high level of pharmaceutical care to persons with Parkinson's disease and other neurologic disorders.	5 days onsite with pre- and post-assignments, Chicago, IL	www.ascpfoundation.org/traineeships/train_parkinson.cfm
American Society	<u>ASHP Foundation Traineeships</u> : Structured self-study and	10-50 hours of self-study	www.ashpfoundation.org/Main

of Health-System Pharmacist (ASHP)	experiential programs in specified areas of pharmacy practice including antithrombotic therapy, oncology, cardiovascular risk/dyslipidemia, critical care, diabetes, and pain management	and 1-2 weeks experiential training at various predetermined sites	MenuCategories/Education/Traineeships.aspx
	<u>ASHP Foundation Scholar-in-Residence:</u> Program provides a focused opportunity for an experienced pharmacist to conduct a scholarly exploration of an issue of great importance or concern to the profession.	Duration not specified, Bethesda, MD	www.ashpfoundation.org/MainMenuCategories/Education/SpecialPrograms/ASHPFoundationScholarinResidence.aspx
	<u>Pharmacy Leadership Academy:</u> A comprehensive curriculum to enhance the learning and management skills of new and aspiring pharmacy leaders.	9 modules from January through November conducted through distance-learning	www.ashpfoundation.org/MainMenuCategories/CenterforPharmacyLeadership/PharmacyLeadershipAcademy.aspx
Food and Drug Administration (FDA)	<u>Sabbatical:</u> Program conducted with the FDA in conjunction with Howard University. The terms of the sabbatical to be negotiated between the individual and the agency.	Duration not specified, Washington D.C.	www.fda.gov/AboutFDA/PartnershipsCollaborations/MemorandaofUnderstandingMOUs/AcademiaMOUs/ucm117666.htm
Global Institute for Leadership Development (GILD)	<u>GILD:</u> A development experience for leaders and leadership teams that provides transformational growth in areas proven to differentiate superior from average leaders.	5-day immersion program in residence followed by a year-long development process	gild.linkageinc.com/leaders_teamch.aspx
Institute for Safe Medication Practices (ISMP)	<u>ISMP Practitioner in Residence:</u> This rigorous, comprehensive program is tailored to meet the specific safety education and planning needs of each participating practitioner and organization.	1 week, Philadelphia, PA	www.ismp.org/Consult/practitioner.asp
National Institutes of Health (NIH)	<u>Visiting Scholar Program:</u> The Department of Bioethics benefits visiting scholars with different experiences, disciplinary backgrounds, and perspectives in its midst -- "to stir the pot."	Duration not specified, Bethesda, MD	www.bioethics.nih.gov/education/
Pharmaceutical Research and Manufacturers of America (PhRMA)	<u>PhRMA Foundation Sabbatical Fellowships:</u> Provides stipend of \$40,000 to support a sabbatical for mid-career faculty in the areas of health outcomes, informatics, pharmacology/toxicology, and pharmaceuticals.	6-12 months, Outside home institution	www.phrmafoundation.org/index.php?option=com_award&task=sdetail&id=12
The Center for Professional Advancement (CfPA)	<u>Training courses:</u> CfPA offers over 350 technical training courses in 18 applied industrial technologies including: pharmaceutical training, biotechnology training, chemical engineering training, and medical device training as well as regulatory compliance training.	Duration varies, Various sites, onsite and online availability	www.cfpa.com/
The Grantsmanship Center (TGCI)	<u>The Grantsmanship Training Program:</u> Program is a comprehensive, hands-on workshop for researching funding sources and writing and reviewing real proposals for both novice and experienced grantseekers.	1 week, Various locations including onsite at home institution	www.tgci.com/gtpttraining.shtml
	<u>Competing for Federal Grants:</u> Designed to equip you with the skills	1 week,	www.tgci.com/cfg.shtml

	you need to develop proposals that will be competitive at the national level.	Various locations including onsite at home institution	
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Table 2: Demographic results

Description	N	% of respondents
Public institution	44	57.9%
Private institution	32	42.1%
Faculty renewal program in place	72	94.7%

Table 3: Renewal Program Demographics (for 72 institutions with renewal program in place)

Description	N	% respondents
Have focused time available	60	83.3%
Have mini-sabbatical available	27	37.5%
Have sabbatical available	66	91.7%
Renewal program is pharmacy specific	26	36.1%
Specific eligibility criteria for participation in one or more renewal activities	64	88.9%

Table 4: Most Commonly Reported Benefits and Disadvantages

Benefits	N (%)	Disadvantages	N (%)
Addition of needed expertise	50 (69.4%)	None	31 (43.1%)
Increase in number of presentations/publications	37 (51.4%)	Decrease in nonparticipating faculty productivity due to increased workload	12 (16.7%)
Increase in faculty retention	30 (41.7%)	Decrease in nonparticipating faculty morale due to increased workload	8 (11.1%)
Increase in grant funding	26 (36.1%)	Decrease in number of preceptors available for IPPE/APPE placements	8 (11.1%)

Table 5: Personal Encouragement and Institutional Promotion

Encouragement Type	N (%)	Advertising Method	N (%)
Department chair recommendation	49 (68.1)	Faculty handbook	50 (69.4%)
Dean recommendation	33 (45.8%)	Word of mouth	46 (63.9%)
New faculty orientation	28 (38.9%)	Meetings	32 (44.4%)
Faculty mentoring program	27 (37.5%)	Email	28 (38.9%)
		Website	21 (29.2%)
		Newsletter	8 (11.1%)

Appendix 1: Faculty Renewal Survey

AACP Council of Faculties Task Force on Faculty Renewal Survey

Please verbalize prior to initiating survey administration:

“Answering the following survey items will serve as your consent to participate in this survey.”

Interviewee agrees to consent to participate: Yes_____ No_____

1. Which of the following best describes your institution?

- A. Public
- B. Private

2. How many years has your school/college of pharmacy been in existence?

3. When describing the overall focus of your institution, what percentages would you associate with both the research and teaching endeavors (total percentage should be 100%)?

Research Focus	Teaching Focus

For the purpose of this survey faculty renewal is defined as follows:

Sabbatical/Faculty Renewal: "A period of leave for eligible faculty consisting of either a quarter/semester/half-year at full-pay or one year at one-half pay." (As previously defined by the 2006-2007 COF Faculty Affairs Committee)

Mini-Sabbatical/Faculty Renewal: A period of leave for eligible faculty for no less than one month and no more than 3 months with pay.

Focused Time: Full or part time participation over the course of an undetermined period of time (not considered leave) in a program to enhance or acquire news skills or to promote career change and/or advancement.

4. My ability to answer questions about faculty renewal program(s) within my own institution can best be described as:

- A. Excellent
- B. Good
- C. Fair
- D. Poor

(If you selected C or D, is there another individual within your institution that we could contact to answer these questions?)

Name of Individual _____ Contact Information _____

5. Does your institution have a faculty renewal program in place?

- A. Yes (go to question #8)
- B. No

6. [If #5 is "no"] Which of the following represent barriers to the implementation of a faculty renewal/development program in your school? (check all that apply – if possible identify primary barrier)

- A. Inability to cover workload (clinical)
- B. Inability to cover workload (didactic)
- C. Insufficient funding
- D. No faculty expressed interest
- E. Other (describe)

7. [If #5 is "no"] If there are no faculty renewal programs available at your institution (meaning that there is no mechanism for a faculty member to take part in a program of any kind), what do you think might convince the school administration to start such a program? (when completed go to question #26)

8. [If #5 is "yes"] Which of the following types of renewal programs are available to the pharmacy faculty at your institution? (check all that apply – if possible identify primary/most utilized type of program)

- A. Focused time: participation in a program to enhance or acquire new skills or to promote career change/advancement
- B. Mini-sabbatical: a period of paid leave for eligible faculty for no less than one month and no more than 3 months.
- C. Sabbatical: a period of leave for eligible faculty consisting of either a quarter/semester/half-year at full-pay or one year at one-half pay.

9. The faculty renewal program is administered through which of the following?

- A. School/college of pharmacy
- B. University/Institution

10. Is the faculty renewal program faculty specific (e.g., for pharmacy educators)?

- A. Yes
- B. No

11. Are there specific eligibility criteria for participation in your faculty renewal program?

- A. Yes (describe)
- B. No

Description or link to documentation:

12. Who is responsible for establishing the expectations/goals for the faculty renewal program? (identify at least the primary person)

- A. Faculty member
- B. Department chair
- C. Dean
- D. School committee
- E. University committee
- F. Other (describe)

13. What type of documentation must the faculty member complete during/after participating in a faculty renewal opportunity (as evidence of value of participating in program)? (check all that apply)

- A. Summary report
- B. Updated CV
- C. Reprint or other evidence of publication
- D. Presentation (podium, panel, poster)
- E. Other (describe)

14. In the last 10 years, how many faculty members have participated in each of these types of renewal programs?

	Focused Time	Mini-sabbatical	Sabbatical
Assistant Professor			
Associate Professor			
Full Professor			
Other (describe)			

15. If a faculty member in the last 10 years has participated in one or more renewal programs, then in which program(s) have they participated? (please add to the grid if necessary)

	Focused Time	Mini-sabbatical	Sabbatical	Other
Faculty Member #1				
Faculty Member #2				
Faculty Member #3				
Faculty Member #4				
Faculty Member #5				
Faculty Member #6				

16. How would you describe the frequency with which faculty participate in a faculty renewal program?

- A. Often – There are faculty that participate nearly every year.
- B. Occasionally – We might have faculty members participate every 2-5 years.
- C. Rarely – Faculty rarely participate in this program

17. How would you describe the success of your faculty renewal program?

- A. Very successful: There are *always* documentable/tangible outcomes/goals met each time a faculty member participates in a renewal program.
- B. Somewhat successful: *Often* there are documentable/tangible outcomes/goals met each time a faculty member participates in a renewal program.
- C. Somewhat unsuccessful: Often there are barriers that prevent faculty from fully accomplishing the goals associated with participation in a renewal program.
- D. Unsuccessful: We generally do not derive much, if any benefit from a faculty member participating in a renewal program.

18. What specific benefit(s) has your university/school/college gained/obtained from faculty that completed faculty renewal programs? (check all that apply, try to determine what the primary benefit is)

- A. Increase in grant funding
- B. Increase in number of presentations/publications
- C. Addition of needed expertise
- D. Increase in faculty retention
- E. Other (describe)

19. What, if any disadvantages or disincentives has the university/school/college experienced as a result of faculty member participation in a renewal program? (check all that apply, try to determine what the primary disadvantage/disincentive is)

- A. There have been no disadvantages/disincentives experienced by the university/school/college as a result of faculty member participation in a renewal program.
- B. Decrease in non-participating faculty morale due to increase in workload
- C. Decrease in non-participating faculty productivity due to increase in workload
- D. Concern (even if moderate) from clinical site related to decreased patient care capacity
- E. Decrease in number preceptors available for IPPE/APPE placements
- F. Decrease in quality of course directorship/administration due to necessary shift in workload
- G. Decrease in quality of educational materials/presentations delivered to students
- H. Increase in applications for participation in faculty renewal programs – beyond means of institution.
- I. Inability to adequately fill key school/college committees including Rank and Tenure Committee.
- J. Other (describe):

20. Who is responsible for assessing the effectiveness of faculty renewal programs? (check all that apply, try to identify who is primarily responsible)

- A. School/College administration
- B. School/College committee (e.g., sabbatical committee)
- C. Director of Assessment
- D. University administration (other than a Director of Assessment)
- E. No one assesses the effectiveness
- F. Other (describe)

21. To the best of your ability, could you describe the financial cost to the school/college or university for each faculty member that participates in a faculty renewal program? (report \$ if possible)

22. How does your school/college encourage participation in faculty renewal activities? (check all that apply)

- A. Recommendation by department chair
- B. Recommendation by Dean
- C. New faculty orientation
- D. Faculty mentoring program
- E. Other (describe)

23. How are your faculty renewal opportunities advertised? (check all that apply)

- A. Faculty Handbook
- B. University or School/College newsletter
- C. University or School/College presentation or poster
- D. Word of mouth
- E. Website
- F. E-mail
- G. Meetings (College or University)
- H. Other (describe)

24. What could be done to increase the number of faculty applying for faculty renewal programs? (check all that apply, determine what would be best solution)

- A. Increase in funding to support faculty salary
- B. Availability of additional faculty to cover workload/patient responsibilities
- C. Increase in awareness
- D. Other (describe)

25. What mechanisms are in place to showcase faculty accomplishments as a result of taking part in a faculty renewal program? (check all that apply)

- A. Press release
- B. Faculty/Alumni Newsletter
- C. Faculty meeting announcements
- D. Annual recognition event
- E. Presentations
- F. Website
- G. Other (describe)

26. Which of the following represent barriers to the utilization of a faculty renewal/ development program in your school? (check all that apply, identify most significant barrier)

- A. Inability to cover workload (clinical)
- B. Inability to cover workload (didactic)
- C. Insufficient funding
- D. No faculty expressed interest
- E. Other (describe)

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