

What Do *You* Need?

- Think-Pair-Share activity
- Think about your institution:
 - Is there a current need to fill a teaching or faculty position?
 - What will be the main challenge?
 - Has this changed in last year?
- Share your story
 - Are there any common threads?

A Faculty “Crises”

- Expansion to meet pharmacist shortage
- Number of open positions
 - 93 colleges
 - 425 vacant and/or lost positions in 2007-08
 - 13 positions lost in 2006-07
 - 11 positions lost in 2007-08
 - Impact of recession in 2008?
 - Impact of retirement over next 5-10 years?

Types of Open Positions

- Pharmaceutical sciences
 - 28.3% vacant, non-shared
- Clinical science/pharmacy practice
 - 50.9% vacant, non-shared
 - 79.5% vacant, shared
 - 36.4% all lost positions
- Social and administrative sciences
 - 9.3% vacant, non-shared
- Administrative positions also open

Reasons for Vacancies

- Lack of qualified candidates (47.4%)
 - Increased from 37.4% in 2006-08
- Budget limitations (>16%)
 - 13.3% 2006-07
 - 10.5% in 2005-06
- Geography (3.4%)
 - 8.1% in 2006-07
 - 11.7% in 2005-06

AACP Institutional Research Brief Number 9
Vacant Budgeted and Lost Faculty Positions
Academic year 2007-08

2009
Annual Meeting and Seminars

Where Does This Leave Us?

- Increasing
 - Faculty shortage
 - Variety of faculty members needed
 - Need for variety of pathways to address
- Decreasing
 - Resources?
 - Pool of candidates?
 - Rewards?

2009
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Faculty Training

- Focus
 - Faculty development programs
 - Faculty evaluation process
 - Sabbaticals and research leaves
 - Faculty work assignments
 - AACP and AFPE programs

2009
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Faculty Training

- Perceived gaps
 - Training in research and teaching
 - Decline in PharmD students pursuing graduate studies
 - Change in demographics
 - Worklife balance
 - Salaries

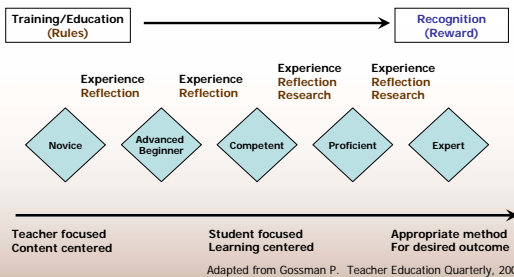
Patry RA, Eiland LS AJHP 64;7:773-775

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Professional Development



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Training Pathways

- Variety of options emerging
 - Teaching experience
 - Certificate
 - Academic experience
 - Apprenticeship
 - Scholarship of teaching/learning
 - Masters
 - Recognition of excellence
 - Academy

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Teaching Certificate Programs

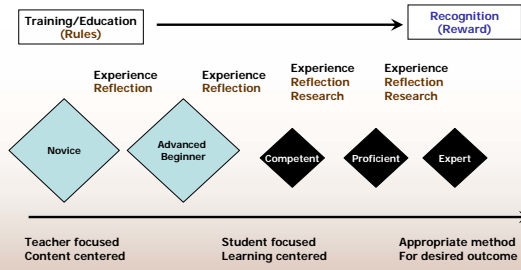
Shaunta' M Ray, PharmD, BCPS
University of Tennessee College of Pharmacy
PGY-2 Pharmacotherapy Residency
Program

Overview

- Certificate programs
 - Purpose
 - Core skills for the classroom
 - Support pharmacy residency training
 - ACCP position statement, Recommendation #6: "Instruction in teaching methods should be made available to residents. . ."
 - Requirements – *vary widely*
 - Hours: from "non-specified" to 200!
 - Activities
 - Teaching portfolio

ACCP Position Statement on Postgraduate Pharmacy Residency Training *Pharmacotherapy* 26;5:722-733

Certificate Programs



Case Study

- Teaching & Learning Certificate Program
 - Conducted through academic medical center
- Program Milestones:
 - 2007: COP on medical center campus
 - Spring 2008: ASHP accreditation for residency programs with recommendations for teaching certificate program
 - Summer 2008: Planning & initiation of teaching certificate program
 - Summer 2009: First class to electively complete certificate program

Program Objectives

- Provide a formal training program for pharmacy residents to gain knowledge & demonstrate effectiveness in the area of teaching
- Stimulate interest in academic careers

Program Design

- Relationship between College of Pharmacy & medical center
- Available as an elective to PGY-1 & PGY-2 residents

Program Design

- Other available teaching certificate programs
- Time-frame & opportunity
 - Restrictions
- Utilization of faculty/preceptor talents & unique teaching opportunities

Program Requirements

- Attend & participate in all seminar topics
- Teaching experiences
- Teaching portfolio

Teaching Experiences

Experience	Preceptor/Evaluator
Observe/evaluate 1 didactic lecture	Program Coordinator
Observe/evaluate facilitation of Applied Therapeutics (AT)	Program Coordinator
Facilitate 3 AT sessions	AT Course Preceptor
1 hour didactic lecture with recitation (objectives, exam questions, recitation case)	MTM Course Coordinator/ Faculty Mentor
1 hour presentation to healthcare professionals	Program Coordinator/ Preceptor Mentor

Outcomes (Year One)

- Pilot experience
- 4 PGY-1's & 1 PGY-2
- Evaluation of topics
- Resident reported outcomes

Limitations/Challenges

- Required versus elective
- Dependence upon residents
 - Responsibility for a given lecture
- Ensuring all requirements are met
- Role of College of Pharmacy
- Awarding of certificate

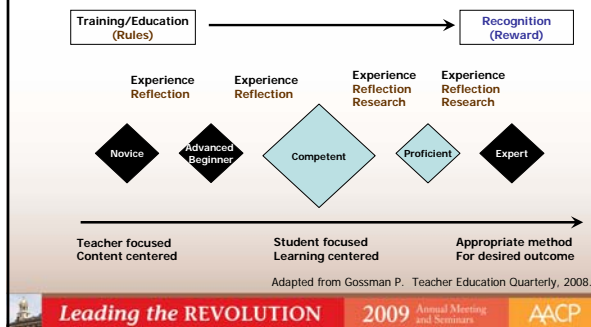
Academic Practice Experience

Maria C. Pruchnicki, PharmD, BCPS
The Ohio State University College of
Pharmacy PGY-2 Academic Practice
Residency

Overview

- Academic Practice
 - Clinical Educator or Scholar Practitioner
 - Devoted to teaching, clinical practice, service
 - Participates in clinical and educational research
- Training achieved through apprenticeship
 - Models
 - Conceptions-of-Teaching (Kember 1997)
 - Professional Development Stages (Dreyfus & Dreyfus, 1996)
 - Three R's: Rules, Reflection, Research (Haigh 2005)

Apprenticeship



Case Study

- PGY-2 Academic Practice/Ambulatory Residency Program
- Program Milestones:
 - 2006: Received funding for position
 - 2007-2008: Graduated first resident
 - 2009: Matriculated second resident

Program Objectives

- Develop a training pathway to increase interest and career selection in academia
 - OSU College of Pharmacy “pilots”
 - PGY-1 residents electing faculty positions
- Identify an appropriate model for faculty training
 - Teaching skills
 - Clinical skills
 - Developing new clinical sites
 - Research skills
 - Leadership skills

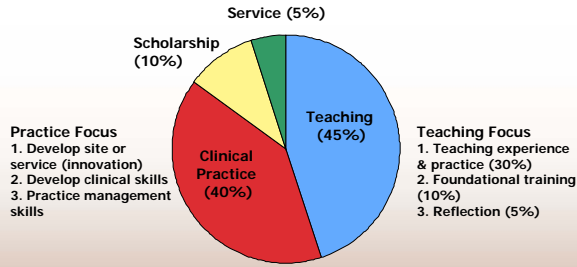
Residency Candidates

- Requirements:
 - Doctor of Pharmacy degree
 - PGY1 residency
 - Strong interest in (and aptitude) for teaching
- Aspire to be pharmacy faculty member
- Interest in advancing clinic practice

Program Structure

- PGY-2 Ambulatory Care standard
 - Focus on practice goals/objectives
- Teaching Development
 - Partner with OSU Center for Advancement of Teaching
- Research experience
 - Practice-based research project
 - Educational research project
- Committee service

Percentage Effort for Residency Activities by Focus Area (%)



Outcomes (N=1)

- Educational training
 - Graduate Teaching Fellow
 - University Teaching Enhancement Program
 - Ed P&L 851: College Teaching
 - Pedagogy and classroom fundamentals
- Teaching experiences
 - Case conference facilitator in Endocrine P&T, lecturer for Cardiology P&T course
 - Course co-coordinator for online, non-traditional P&T course
 - Developer for diabetes elective course for P3 students
 - Coordinator for teaching enrichment certificate program

Outcomes (N=1)

- Practice
 - Developed diabetes education & management service at an Internal Medicine Residents' Clinic
- Service
 - College committees (Program, Admissions)
 - Co-advisor, APhA-ASP Operation Diabetes Education Program
- Research presentations
 - 2008 APhA Annual Meeting; practice-based research
 - 2008 AACP Annual Meeting; scholarship of teaching (SoTL) research

Outcomes (N=1)

- Accepted internal medicine faculty position
 - University of Cincinnati

Limitations/Challenges

- Optimal training standard?
 - PGY-2 Ambulatory Care standard almost exclusively practice-focused
 - ASHP/AACP involvement to modify?
- Accreditation status
 - Plan to submit application in 2009
- Recruitment
 - Position not filled 2008-2009
 - Market pressures

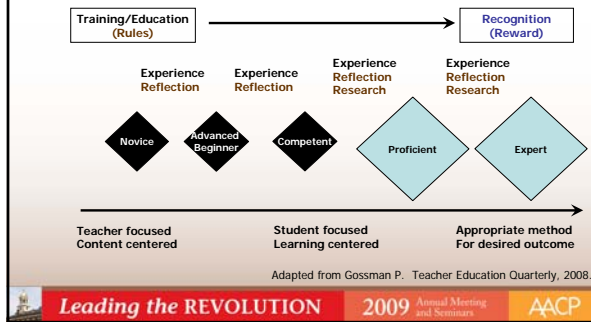
Scholarship of Teaching & Learning

Stuart Haines, Pharm.D.
University of Maryland School of Pharmacy
Fellowship in Instructional Design and
Evaluation

Overview

- Scholarship of Teaching and Learning
 - Good teaching vs. scholarly teaching vs. scholarship of teaching (and learning)
 - Few pharmacy faculty are trained to teach in a scholarly manner or to engage in scholarly activity related to teaching and learning
 - Understanding how students (best) learn to become technically competent pharmacists, caring human beings, and life-long learners within the context of our culture, current technology, and educational standards.

Masters Program



Case Study

- Fellowship in Instructional Design and Evaluation – University of Maryland
- Program Milestones:
 - 2005: Received funding for position
 - 2006: Recruited first candidate
 - 2008: Graduated first fellow

Program Objectives

- Develop individuals to serve in leadership roles in clinical pharmacy education and who independently engage in the scholarship of teaching and learning
- Serve as a focal point for creative efforts to design, develop, and implement innovative teaching methodologies
- Engender collaboration among faculty to design assessment tools to accurately measure instructional outcomes

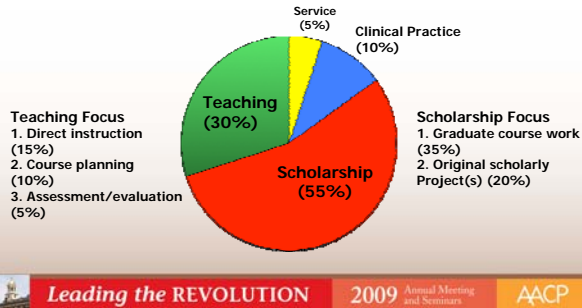
Fellowship Candidates

- Requirements:
 - Doctor of Pharmacy
 - PGY1 resident (minimum), PGY2 (preferred)
 - Strong interest in and aptitude for teaching
 - Able to function independently as a pharmacy practitioner
- Highly self-directed
- Intellectually curious

Program Committee

- Stuart T. Haines, Pharm.D. (Director)
- Greg Williams, Ed.D. (UMBC)
- Cecilia Plaza, Ph.D. (AACP)
- Magaly Rodriguez de Bittner, Pharm.D.
- David Roffman, Pharm.D.
- Deborah Sturpe, Pharm.D.

Percentage Effort for Fellowship Activities by Focus Area (%)



Master's Degree – ISD University of Maryland Baltimore County

- Core courses (24 credits)
 - Human Learning and Cognition
 - Instructional Systems Develop I and II
 - Adult Learner
 - Principles of Training and Development
 - Research Design in Education
 - ISD Internship and Project
 - Electives (12 credits)
 - Instructional Technology
 - Distance Education
 - Human Performance Improvement
- Leading the REVOLUTION 2009 Annual Meeting and Seminars AACP

Outcomes (N=1)

- Scholarly focus – self-directed learning
 - Submitted grants to US Department of Education
 - Evaluated self-directness of Pharm.D. students and correlations with performance (Posters and AJPE 2009)
 - Developed curricular outcome statements for self-directed learning (ACPE project)
 - Teaching – Patient Care I/II & Ed Theory and Practice
 - AACP Institute (2007)
 - OSCE – Implementation and evaluation
 - Earned Master's degree
 - Accepted faculty position (University of Maryland)
- Leading the REVOLUTION 2009 Annual Meeting and Seminars AACP

Limitations/Challenges

- Program Duration: 2-year commitment
- Pool of candidates very small
- Mechanism for recruitment
 - Position not filled in 2008 or 2009
 - The most suitable candidates are highly marketable clinical pharmacists
- Focus on professional development of pharmacists limits (inhibits?) involvement of non-pharmacist faculty
- Faculty role models not yet well established or funded educational scholars

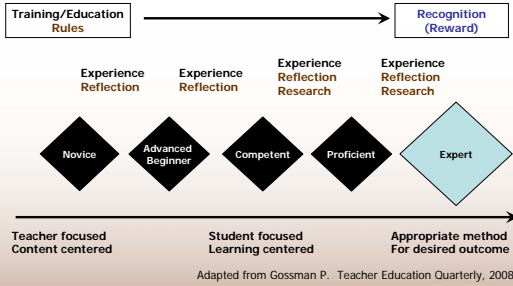
Career Faculty: Development & Recognition Programs

Mike Brown, PharmD
University of Minnesota
Academy of Excellence in the Scholarship of
Teaching and Learning

Overview

- Programs for Faculty Recognition
 - School/Collegiate
 - Academic Health Center
 - University
 - National and International

Mid/Senior Career Programs



Case Study

- University of Minnesota Academic Health Center Academy for Excellence in the Scholarship of Teaching and Learning
- Milestones:

Program Objectives

Academy for Excellence General Criteria

- Contributions to the scholarship of teaching and learning documented through peer-reviewed activities
 - Funded research, publications, education journal reviews, national workshops, invited lectureships, and scholarly presentations
- Contributions in one or more of the following areas:
 - Direct Student Instruction
 - Public Service and Outreach
 - Academic Leadership in AHC Programs

Academy for Excellence Checklist of Application Materials

- Nomination materials
 - Letter of Nomination
 - Letters of Support:
 - three external supporting letters
 - three internal supporting letters
 - three letters from students
 - Nominee's CV
 - Scholarly papers: 3-5
 - Nominee's teaching portfolio

Academy for Excellence Selection Process

- Academic Health Center Faculty Consultative Committee
 - Screen nomination materials
- Selecting inductees
 - External experts in scholarship of teaching and learning
 - Members of the Academy

Academy for Excellence Members' Role in AHC

- Promote excellence in scholarship of teaching and learning
 - Best practice sessions and seminars
 - Collaborations across Colleges and the Academic Health Center
 - Annual induction of next cohort into Academy for Excellence

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Breakout Session

- Group activity
 - Stakeholder Roundtables
 - Description
 - Why is faculty development important to your stakeholder?
- ~15-20 minutes

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Roundtable Facilitators

- Presenting faculty
- Program faculty and graduates
 - Colleen Dula, PharmD
 - The Ohio State University College of Pharmacy
 - Anne Metzger, PharmD
 - University of Cincinnati College of Pharmacy
 - Donna Huynh, PharmD, BCPS, MA
 - University of Maryland School of Pharmacy

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Breakout Session

- Reporting back
 - Group discussion
 - 1-2 stakeholder groups
 - Email address on sign-up sheet for full summary

Contact Information

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Developing Pharmacy Faculty: Pathways to Promote and Sustain Careers in Academia
