Council of Section Activities (Shane Desselle, Chair; Denise Soltis, Chair-Elect; Patricia Marken, Immediate Past Chair; Steven Stoner, Secretary; Timothy Ives, Chair-Elect Designate)

OVERVIEW

COS has become increasingly integrated with COF and COD, as coordinated through the Board, to populate and work jointly on important task forces and committees. COS has responsibility of managing the Annual Meeting abstract submission process and the New Investigators Program, with the assistance of AACP Executive Staff. COS is closely monitoring the effects of significant changes approved by the Board to Annual Meeting abstract submission guidelines, no longer accepting works in progress. Still, a large number of submissions have been accepted for the 2013 Annual Meeting. Having a somewhat smaller number of posters, all representing finished products, should provide Annual Meeting attendees with a more pleasurable and interactive experience when visiting the completed works of poster authors. The New Investigators Award program has been revised considerably under the auspices of Dr. Vincent Lau. To that end, the process is much more transparent and resembles more closely that of a competitive process administered by a federal funding agency.

The salience of several topics addressed in some of the COS committees is epitomized by the Board’s involvement to take that group’s initial recommendations and appoint even broader committees, including COF and COD members, to examine these issues more closely. One example is mentoring, and AACP’s role in fostering mentorship and mentoring programs. Likewise, based upon initial data-gathering and actions by COS, AACP also has begun to examine the structure of Academic Sections and even other components of the organization, again with membership from COS, COF, and COD all taking part.

TEACHERS’ SEMINAR

COS Chair Desselle worked with Cecilia Plaza, COS members, and several noted scholars to develop the 2013 Teachers Seminar, which for the first time will include participation by the AACP Wal-Mart Scholars and feature the use of an extraordinary amount of interactive technology for participants. The program will span a number of topics but will focus on the use of varied resources and application of interpersonal skills to develop effective rapport with students in a variety of settings, from one-on-one interactions, to small and large classes.
TASK FORCES/COMMITTEES

Faculty Primer Task Force (Robin Zavod, Chair)

Charges:

- Continue development of materials relevant to assist new faculty trained outside of pharmacy schools to assist in their orientation to the profession.
- Identify the best mechanisms for packaging, housing, and disseminating this information to the appropriate stakeholders, including authorship of a special reports paper submitted to AJPE.

The AACP COS Faculty Primer Task Force has existed for several years, but has yet to complete its original set of charges. During the 2011-2012 academic year there was a change in Task Force leadership, however the committee composition was largely maintained from the prior Task Force. An interim report submitted a couple of years ago served as the launching point for our work this year.

Committee review of the interim report resulted in the decision to create a toolbox of resources for non-pharmacist faculty that focus on one of five basic questions:

1. Where do I begin? Faculty Orientation and Mentoring
2. How does my discipline contribute to the curriculum and/or degree program?
3. What is the “practice of pharmacy”?
4. What are our programmatic, curricular and/or assessment goals?
5. What collaborative opportunities might be available?

Again, using the interim report as a starting point for committee discussion, a number of topics were identified and organized under each of these questions. For each topic or subtopic identified, the committee was queried to provide known resources that could be included in the “toolbox”. Descriptive text will be written as well, so as to provide the faculty member with ideas to explore and/or questions to ask. Each committee member was assigned to one of the five main questions and related topics as his/her main responsibility from a resource identification and descriptive writing perspective.

From a dissemination perspective, the committee feels that their work would not fit under the category “research article” and therefore will construct a “letter” for submission to AJPE.

The rest of this document serves as a DRAFT outline of our intended resource toolbox and is organized by main question. There are a still a few additional resources that will be added to this list (by June 15, 2012) and a first draft of all of the descriptive text will be submitted by June
The Task Force chair will stitch all of these components together into a “Letter” that will be reviewed and endorsed by the Task Force prior to submission to AJPE. The Task Force would like the opportunity to present its preliminary report during the COS business meeting, as well as during the ESAS business meeting at the upcoming AACP Annual Meeting.

The Task Force would like to kindly request that the current membership, including Task Force chair be maintained as an active COS Task Force for the upcoming 2012-2013 academic year.

**Toolbox for the Non-Pharmacist Faculty Member**

**Question #1: Where to begin? – Faculty Orientation and Mentoring**

1.1 Identify Mentoring Programs (internal and external)

Yet to be done

1. Identify AACP Sections currently involved in
2. Consider future COF goal to improve mentoring (collaborative or otherwise)
3. Identify other mentoring programs in other professional organizations (APhA, AAPS, ACS, ACCP, ASHP)

Identify mentoring guidelines available from within institution

Provide ideas about what to look for in a mentor? (junior, senior, discipline specific, within/outside institution)

**Resources:**
1. AACP website: Mentor/Mentee Assessment Forms
2. Academic Life Series - Mentoring: On Having One and Being One (Brenda Hoffman)

1.2 Identify Faculty Orientation Programming: within institution, professional organizations, etc.

Yet to be done:

1. Explore institution specific orientation handbooks to see what is included. Identify which materials faculty should make a priority to pay attention to immediately.
2. What do other professional organizations (e.g., APhA, AAPS, ACS) provide in the way of faculty orientation?
When should faculty attend orientation programming?

Consider the need for faculty to attend orientation sooner than later. Best to start socialization and enculturation quickly.

1.2.1 What do faculty members do? [teaching, service, scholarship]

1.2.2 The professoriate as a profession – ethical principles

1.2.3 What is expected of me and by when? [contract, tenure, promotion in academic rank]

Resources:

1. St. Louis College of Pharmacy: 1-hour Orientation to Pharmacy for Non-Pharmacists (Author: Peter Hurd, PhD); AACP Institute Summary and Presentation
3. AJPE article on socialization
4. Handbook for Pharmacy Educators: Getting Adjusted as a New Faculty Member Pharmaceutical Products Press (Hammer, Desselle)

Consider the following outcomes for an orientation program for non-pharmacist faculty members:

1. Compare the pharmacist’s dispensing role with clinical pharmacy responsibilities.
2. Differentiate between pharmacy, pharmacology, pharmacognosy, pharmaceutics, medicinal chemistry, and pharmacy administration (social and administrative pharmacy OR social, behavioral, and administrative sciences)
3. Explain how to align teaching techniques with pharmacy students’ learning styles and with the needs of the pharmacy profession.
4. Describe the basic curricular components necessary to earn a Pharm.D. degree at your institution. (e.g., six years-4 professional years, general education, professional course requirements, experiential learning and rotations, and professionalism)
5. Discuss how residency training might fit into a pharmacy student’s education.
6. Contrast some of the employment opportunities that are available to a licensed pharmacist.
1.3 Identify Faculty Development Programming

1.3.1 Communication skills: Lecturing – who is your audience?

1.3.1.1 Differences in expectations: professional doctoral students vs. graduate students

1.3.1.2 Undergraduate Mentality/Characteristics (e.g., need for structure and perfection)

Resources:

1. Preferred Learning Methods of the Millennial Generation (Arlene Nicholas, 2008)  
   http://escholar.salve.edu/fac_staff_pub/18

2. The 5 R’s of Engaging Millennial Students (Mary Bart, Teaching and Learning, 2011)

3. Motivating Today’s College Students – The Millennial Generation (Angela Provitera McGlynn)


7. Generation Y Alternative Teaching Approaches (Hanover Research Council; 2008).

1.3.2 Communication skills: Item writing (assessment)

1.3.3 Communication skills: Grantsmanship

Resources:

1. ACPE presentation – how to deliver CE to different generations

2. AACP presentations – Teachers Seminars, Institutes, Summits

1.4 Identify Shadowing Opportunities

Non-pharmacists can benefit from visits to College faculty at their practice sites; look for practice sites that seem to be aligned with your research, personal interests, or teaching areas. These visits can be a powerful way to add pharmacy examples to the classroom and discover research questions with the potential for collaboration.
Recently, a number of books have been published that explore the people in pharmacy. These are available from pharmacy organization web sites that list the organization’s publications.

**Resources:**


**Question #2: How does my discipline contribute to the Curriculum and/or Degree Program?**

**2.1 Curriculum**

2.1.1 What are our curricular outcomes/competences?

2.1.2 How does my discipline contribute to achievement of these outcomes/competencies?

**2.2 Degree**

2.2.1 How is my discipline utilized within the practice of pharmacy?

2.2.2 How is my discipline linked to other disciplines?

2.2.3 Management of attitudes related to lack of presence within NAPLEX items

**2.3 Program**

2.3.1 When does my discipline fall within the PharmD program?

2.3.2 What (if any) background do the students have coming into pharmacy school?

2.3.3 What (if any) background do the students obtain while in the professional program?

**Resources:**

1. CAPE Outcomes + supplemental documents
2. ACPE Standards Appendix B
This publication looks at the Millis Commission and the effects of that commission on pharmacy. The original Millis report was a great introduction to pharmacy for me, and that report is included in this publication.

4. Interdisciplinary Summit materials – review for relevance

Question #3: What is the “Practice of Pharmacy”?

3.1 Pharmacists and the Profession

Resource: Unsung Heroes video and Teachers Guide – available from AACP

3.2 Employment Trends and Opportunities

Resources:


3. Pfizer Guide for Health Professions

3.3 Pharmacist of the Future – Who will that be?

Resource:


2. Pharmacists Take Larger Role on Health Team In Health Shift, More Patients Get Pharmacist’s Appointment By Reed Abelson and Natasha Singer Published in NY Times, August 13, 2010

3.4 Drug industry issues/regulation/global issues

Resources:
1. “Clinical Research and Chance Discovery in Pharmaceutical Development” by Albert
Hoffman in Clinical Research in Pharmaceutical Development (Barry Bleidt and
Michael Montagne, eds.) ISBN: 0824797450
Research and Regulation” by Donald D. Vogt and Michael Montagne; Clinical
Clinical Research, and Scientific Education” by Donald D. Vogt and Michael
Montagne; Clinical Research and Regulatory Affairs: Jan 1983, Vol. 1, No. 2: 177-201
4. “The Process of Drug Development: III” by Don C. Stark; Clinical Research and

3.5 Professional Organizations (alphabet soup)

Specific role(s) to support of faculty

http://www.aacp.org/about/membership/Pages/professionalorganizations.aspx
http://www.pharmacy.org/association.html

3.6 History of Pharmacy

Resources:

1. Higby GJ. From compounding to caring: an abridged history of American pharmacy,
in Knowlton CH and Penna RP, Pharmaceutical Care. New York: Chapman & Hall;
1996.
3. 150 Years of Caring: A Pictorial History of the American Pharmaceutical Association -
George Griffenhagen ISBN: 1582120404

Question #4: What are our Programmatic, Curricular and Assessment Goals?

4.1 Curricular and Programmatic goals; accreditation standards (didactic and experiential
education)

Resource:

1. CAPE Outcomes + Supplemental Materials
http://www.aacp.org/resources/education/Pages/CAPEEducationalOutcomes.aspx
The CAPE outcomes focus on three large areas: Pharmaceutical Care, Systems Management, and Public Health. The Outcomes and accompanying materials would help direct a curriculum designed to grant the PharmD. degree.

3. Appendices C and D (ACPE Accreditation Standards) – core domains
5. Accreditation Standards – Standard 25, Guideline 25.4

**Question #5: What Collaborative Opportunities might be available?**

**5.1 Who are my clinical colleagues and what do they do?**

**Resources:**


**5.2 Tools and resources for implementing interdisciplinary and interprofessional teaching and scholarship**

**Resources:**

Relevant Interdisciplinary Summit/Conference materials
Preceptor Development Task Force (Maryann Skrabel and Nora Stelter, Co-Chairs)

This task force was charged to:

- Determine a more systematic mechanism for the provision of preceptor development programs through AACP.
- Disseminate recommendations for preceptor development that can be standardized across member institutions.
- Gather perceptions of preceptors and other key stakeholders on development issues facing faculty and staff in the delivery of experiential education.

They task force co-chairs were asked to serve on the Academic Practice Partnership Initiative II (APPI II) Working Group to insure that preceptor development efforts were not being duplicated between the two groups. A member of the original working group is also serving on the Task Force to ensure congruence. Once the direction of the APPI II Working Group was determined, the Task Force met twice during the spring of 2012. They addressed Charge #3 first, which was to develop and disseminate a survey to key stakeholders (preceptors) to gain their perspective on development issues and needs. A survey was developed and sent to AACP for their input. AACP advised the group to delay dissemination of the survey to preceptors until later summer or early fall so as not adversely affect the response rate to AACP’s preceptor curriculum quality survey. The survey has been revised, and the task force members are currently obtaining IRB approval for the project. They plan to promote the dissemination of the survey to Experiential Section Members at the AACP Annual Meeting this summer because they need to forward the survey link on to their preceptors for submission. Once the survey results are available, a detailed report of recommendations will be constructed and based on both stakeholders and experiential administrators’ needs. This will address Charge #2 and Charge #3. The Task Force plans to prepare a manuscript including the findings of both surveys and disseminate it to the Academy later this fall. Regarding Charge #1, the Co-Chairs of the Preceptor Development Task Force have been in discussions with the Experiential Education Leadership as well as Task Force Members regarding utilization of the AACP Experiential Education Section Website to provide information and resources related to preceptor development. This would centralize resources and enhance access to programs for Schools and Colleges to utilize. They plan to follow-up with Section Leadership to discuss website guidelines regarding implementation and maintenance of the information. The Task Force asked COS to extend the Task Force over to 2012-2013 to complete their work, which is currently in progress.
**Compounding Task Force (Robert Shrewsbury, Chair)**

This Task Force was charged with submitting its previous findings and recommendations to AJPE, in manuscript form, for potential publication. It was agreed that the findings would be better disseminated in the form of a substantial report, through appropriate archiving and through the AACP website. The group based its recommendations primarily upon survey in late June 2010 of faculty members enrolled in the AACP Pharmaceutics and Pharmacy Practice sections. Their recommendations are as follows:

The 137 respondents to the survey unanimously indicated their support for having compounding education within a School of Pharmacy curriculum. Based on the data of this survey and the authors’ personal experiences, we concur. The stated outcomes for such education should be centered on the development of compounding skills and an understanding of how pharmacy professionals can meet specific patient needs utilizing this unique skill.

The respondents’ data shows a consensus of >3.0 credits of compounding education should be included in the curriculum. There was strong indication that compounding education should be included in each semester of the first two years of the curriculum, with some respondents suggesting compounding experiences beyond that time. These suggested values are markedly similar to time commitments currently utilized in member institutions. The authors also noted that many of the respondents have compounding education as part of an integrated course, making it difficult to assign a strict “number of credit hours per number of semesters” rule but based on data obtained from this survey recommend that 4 credit hours per curriculum be dedicated to compounding education.

It appears that the time necessary for each individual compounding exercise was not as a significant consideration as the number of credits. However, the authors recommend that individual compounding exercise not exceed 4 hours in length.

The authors recommend that adequate and appropriate space for compounding education activities should be provided such that each student has their own workstation. In addition, a library of reference materials should be available for the student to use as part of the compounding education experience. If students have a required text for the compounding instruction, additional materials should still be available for reference.

The authors note that only 27% of the respondents report having compounding education facilities for sterile compounding. The authors stress the importance of member institutions having these sterile compounding facilities in order to appropriately train students in the critical area. This deficiency takes on new urgency given the expanded requirements of USP-NF Chapter <797>. 
The authors recommend that dosage forms contained in Table 2 selected by greater than 25 Required Course respondents should be included in an institution’s compounding education experience. Institutions are encouraged to include other dosage forms based on the desired outcomes of individual programs.

The authors recommend that institutions should be prepared to invest $10,000-20,000 per year in operation costs per year which would include supplies, equipment maintenance, or compliance costs. If TA stipends are to be considered cost of the compounding education program, then those costs will need to be added to the proposed cost. The authors recommend that institutions should be willing to establish and maintain at least a $50,000 equipment inventory. This inventory would be for items needed for the proper equipping of the compounding facility, for specialized compounding equipment, and for the analysis of compounded preparations.

The authors recommend that three faculty members with TA support be associated with the curriculum’s compounding activities. This can be accomplish through a variety of means including part-time faculty, full-time faculty who are involved in other courses, or adjunct faculty serving as practitioners from the community. TAs should be PY2/PY3 students who have completed the curriculum’s compounded courses, or graduate students. While the authors do feel that those involved in the compounding instruction need to be in a dedicated position, they strongly feel that all involved should have adequate experience in compounding to be useful in the laboratory setting.

The authors believe student compounding techniques should be evaluated by direct observation of faculty or Teaching Assistants who are aware of the subtleties of compounding. The authors also recommend that some form of quantitative analysis of the compounded preparation be performed.

A compounding elective in addition to a required compounding course was not seen as an essential by the authors. However, it is recommended that a required compounding course become part of the institution’s curriculum. The decision to offer an elective course would be at the discretion of the institution.
Nominations Committee (Shane Desselle, Chair)

COS has slated the following candidates for election later this calendar year:
COS Chair-Elect Designate—Craig Cox (Experiential Education Section), Andrew Webster (Chemistry Section);
COS Secretary—Schwanda Flowers (UAMS), Pamela Heaton (Cincinnati), Leticia Moczygemba (VCU)
Programming Committee (Patricia Marken, Chair)

The Committee met in Atlanta on February 27th and determined Special Session programming:
  - 76 special sessions submitted and 23 accepted
  - 105 topics considered for Roundtables and 60 accepted
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New Investigator Awards (NIA) Committee (Patricia Marken, Chair)

The Committee, under the direction of Dr. Vince Lau, AACP Scientific Liaison, as reported above, made significant changes to the process, improving transparency and in effect making submissions and evaluation more like what is observed when responding to RFPs for federal extramural monies. NIA recipients and project titles can be found on AACP’s website.
SECTION UPDATES

Biological Sciences Section (Rajan Radhakrishnan)

AACP Biological Sciences Membership subcommittee.

Charge: To suggest ways that the Biological Sciences section might better engage members (Critical Issue #1), specifically to:

1. Increase section membership
2. Increase attendance at annual meetings
3. Provide opportunities to communicate with and among members

The committee has held a number of phone conference calls beginning in October 2011. We present the following recommendations for consideration by the membership.

Goal 1.1: Increase section membership

- Section leadership identifies one faculty member from each college/school and encourages each to recruit others from their school. Incentives may include waived annual dues for one year.
- Section leadership identifies nonmembers (primary section not Biological Sciences) to be involved in one of the tasks in the strategic plan.
- Encourage attendance of graduate students who may be interested in academic positions. Should make special efforts to recruit students from non-member schools since many of our faculty did not train at pharmacy schools.

Goal 1.2: Increase attendance at annual meetings

- Encourage deans and department chairs to support attendance by helping with registration costs.
- Provide meeting registration for 1st time attendees.
- Decrease or reduce the cost of attending the meeting.
- Make special efforts to identify new member and work to incorporate them into programs and section leadership.
- Encourage students to attend perhaps with discounts
- NIP awards should include money to attend and present work
- Greater advertising about what meeting has to offer – post cards, emails. Including to AACP nonmember schools.
- Email highlights of specific programs
- Work with other basic science sections to advocate for different levels of meeting registration.
- Increase Teaching Science Content
- Science specific teaching examples, team teaching
- Integrated curricula
- How to make science more relevant

• Clearer mission statement for section
• Other content
  - PharmD/PhD program development within and between schools
  - Tips for getting that academic position

**Goal 1.3: Provide opportunities to communicate with and among members**

• Set up Twitter and Facebook accounts.
• Update, maintain and expand content related to the Section on the AACP website. Provide incentives to the person(s) responsible for maintaining and updating the sites (free or reduced meeting registration, no annual dues).
• Establish greater networking among sciences – Science breakfasts or luncheons
Chemistry Section (Andrew Webster, Belmont)

AACP Chemistry Section Mission Statement - Draft

- Provide leadership and advocacy to advance medicinal chemistry as a foundational discipline required for a comprehensive understanding of drug design and discovery, the mechanisms of drug action and of adverse drug reactions.

- Facilitate the integration/coordination of medicinal chemistry within pharmacy curricula to ensure the application of basic science principles for the optimal delivery of healthcare/pharmaceutical care.

- Encourage the preparation of students as lifelong learners and encourage the pursuit of postgraduate education in medicinal chemistry and in other areas of the pharmaceutical sciences.

- Provide mentorship aimed at promoting the academic/intellectual development of the next generation of health care professionals and research scientists.

- Facilitate effective exchange of information on teaching and research activities within and between sections for the establishment of collaborative professional relationships.

Specific goals of the section include:

- Establish effective communication networks within the Chemistry Section and between academic sections of AACP.

- Develop, distribute and facilitate the implementation of contemporary chemistry-related competencies (educational outcomes) that are expected of all graduates of colleges or schools of pharmacy.

- Encourage SOPs to include extensive knowledge of medicinal and biological chemistry in all curricula so that pharmacists will be recognized as experts in drug action, drug stability, and product formulation.

- Encourage excellence in teaching chemistry as well as excellence in research/scholarship.

- Promote the enrollment of pharmacy-educated students in graduate programs in pharmaceutical sciences.

Vision Statement:

The clear and seamless integration of medicinal chemistry into all pharmacy school curricula so that the chemical basis of drug action is fully comprehended and appreciated by every pharmacy school graduate at both the professional and graduate level.
Continuing Professional Education (Kathleen McCartney, Colorado)

The activities of the CPE Section since January have centered on finding a process to overcome the low attendance numbers and lack of quorum at the annual business meeting. We held a Webinar on May 3 to discuss the proposed changes to standing rules and a draft section strategic plan. Approximately 15 people attended the Webinar in addition to the 5 section leaders who participated as speakers. We are currently conducting a vote by electronic survey; the survey will end on June 3. As of today, we are only 4 participants away from reaching the quorum, so we are hopeful to conduct a successful vote in this manner.

In other business, the CPE Section Awards Committee has selected a winner of the Blockstein Award for 2012; the award will be presented at the annual business meeting in July. The Future (Strategic) Planning Committee will be conducting one last conference call in June to complete work on the last section of the strategic plan. The plan will be discussed further by the membership in July. Our section reviewed abstracts for the poster session at the annual meeting, and proposals for the New Investigator Awards. Current and future section leadership (Kathleen McCartney, chair; Ed DeSimione, chair-elect; and Jill Fitzgerald, chair-elect designate) attended the AACP Leadership Conference in Chicago March 22-24.
Experiential Education (Craig Cox, Texas Tech)

The following is an executive summary of the Experiential Education Section accomplishments for 2011-12 year. It should be noted that some of the Section committees are still completing some of their charges, but an update (where available) has been provided. The biggest accomplishments for the Section this year has been:

(1) Publication of American Journal of Pharmaceutical Education Special Issue on Experiential Education. Eight articles on Experiential Education topics were published in the issue written by Section members. Chair-Craig Cox served as the Guest Editor.
(2) Held 1st Webinar for Section in May and had approximately 80 attendees. Program was focused on “Preceptor Assessment Considerations. A second webinar is scheduled to be held in June.

Following is a summary of highlights for each committee officially charged during the past year.

(1) Programming Committee:
A survey was developed and sent to Section members during early October 2011. Results from the survey were used to assign section committee members and to identify ideas for programming within the section. A list of the most interesting topics has been provided to the programming committee for consideration for the upcoming AACP July 2012 meeting. The survey also provided insight into the significant interest in Webinars for section membership. This information, along with potential topics, has been provided to the newly formed webinar committee. Webinar #2 for the Section will be focused on these topics.

In addition, (2) ninety minute seminars & a business for the 2012 Annual meeting have been scheduled and developed. The topics/speakers have been provided below.

Interprofessional high-fidelity simulations in the curriculum: two innovations for the price of one!; Presented by Sarah Shrader, Brenda Bray, Amy Seybert, and Dana Hammer. Sunday, July 15th, 1:00 - 2:30pm.

Experiential Education Section Business Meeting / Discussion. Moderated by Chair, Craig Cox. Sunday, July 15th, 2:45 - 4:15pm

Experiential Education Section: Experiential Education Faculty and Staff Career Development: Solutions for Reducing Turnover and Improving Job Satisfaction. Presented by Lori Duke, Craig Cox, and Jennifer Danielson. Monday, July 16th, 3:30 - 5:00pm.

(2) Awards Committee:
The Awards committee identified (3) papers that were worthy of nomination for the AACP Lyman Award. These nominations were provided to Dr. Joseph DiPiro in early January 2012 for
consideration. The committee had also been asked to consider whether or not individual Experiential Section awards should be developed to recognize accomplishments of our members (This is still in progress). If deemed appropriate, the committee will identify potential categories and then have them discussed at the AACP summer meeting.

(3) Resolutions Committee:
No resolutions have been presented to Section at this time. The committee was asked to review the Bylaws for the Section and have prepared a short list of “proposed” changes that will be voted on by Section membership this summer. These recommendations will be sent to members prior to the AACP Summer meeting.

(4) Membership Committee:
At this point we do not have an official report from the membership committee. The group met this past year and are still finalizing their work regarding committee charges. They are charged with determining “what” type of information Section members would like to see on the AACP website and the interest/feasibility of developing subgroups (eg. preceptor training, staff development, etc.) within out Section.

(5) Nominations Committee:
Nominations will be sent out soon to Section members for leadership positions. With the assistance of the Pharmacy Practice Section, a document containing a description of the job duties will be provided to prospective candidates to help prepare them for their future roles.

(6) Scholarship Committee:
The scholarship committee has developed a short survey that was sent in May 2012 and is remaining open until the 2nd week of June. Once survey closes the committee will be developing a guidance package for section members that provide resources for performing scholarship.

(7) Webinar Committee
The webinar committee has developed and coordinated one webinar (held in May 2012) and has a second one scheduled in June 2012. Prior to the annual meeting, the committee will be surveying webinar attendees to determine what aspects of the event they liked/disliked. In addition, a procedure for development and coordination of webinar will also be developed. Both the survey results and procedure will be presented at the annual meeting.

(8) Abstract Committee
Section committee members reviewed approximately 100 poster abstracts for the annual meeting, which was consistent with past years. The official acceptance rate is unknown this time.
Library and Learning Resources (Any Knehans, Hawaii)

The Program Committee has put together a great program for the section that will attract attendees from all different disciplines.

- Libraries/Educational Resources Section: Visiting Librarians Welcome L/ER Basic Resources Meeting.
- Libraries/Educational Resources Section: Lightning Librarians: Unconference Talks, Questions, Problems, Solutions and Discussion
- Library/Educational Resources Section: Publishing is Easier than You Think!
- Libraries/Educational Resources Section: Basic Resources for Pharmacy Education Editorial Board Meeting.

During the business meeting I will be giving the section on update on the Council of Sections (COS) Business Meeting and issues discussed at leadership retreat in Chicago.

- Membership Model Discussion
- Improving Policy and Advocacy
- Creating mentor guidelines
- Needs Assessment of Members
- Make better use of technology on AACP section web site (will share ideas discussed at leadership retreat) The technology will also be used to engage old and new members.
Pharmaceutics Section (Thomas Cook, Touro—NY)

The Teachers of Pharmaceutics Section is pleased to announce an AACP sponsored session at the 2012 AAPS Annual Meeting in Chicago. Funds from the special projects budget will be used to develop the programming and AAPS is sponsoring the session as part of their Professional Development programming. Jennifer Goldman-Levine of Massachusetts College of Pharmacy and Health Sciences will be the presenter with Thomas J. Cook of Touro College of Pharmacy as co-presenter. The session, *Active Learning Techniques in the Pharmaceutical Sciences*, will be held on Tuesday, October 16, 9:00 – 10:00AM.

At the AACP Leadership Meeting (March 22-24, 2012), the Chair, Chair-Elect, and Chair-Elect Designate (Thomas J. Cook, Melanie A. Jordan of Midwestern University – Glendale, and Laura M. Fox of Presbyterian College School of Pharmacy, respectively) discussed plans for future outreach efforts. Offering AACP type programming at the annual AAPS meeting was decided to be one strategy to pursue each year for the section. In addition, use of AACP webinar capabilities was determined to be an untapped resource to pursue. Ideas for future topics for both initiatives will be solicited at the AACP Annual meeting and via other mechanisms.
### Student Engagement/Involvement

<table>
<thead>
<tr>
<th>Charge#</th>
<th>Sub-committee members</th>
<th>Progress</th>
<th>Next Steps</th>
<th>% completion for this year</th>
</tr>
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<tbody>
<tr>
<td>#1 Template and modules for resident/fellow TCP</td>
<td>Eric Wright-Chair Jay Martello Katie McClendon</td>
<td>1. Investigate content sample and structure of TCPs. Create spreadsheet with topics and activities of TCPs and rate as recommended or optional 2. literature review-completed 3. review available survey data:completed 4. Prepared submission for AACP special session for July 2012 meeting</td>
<td>1. Gathering samples and incorporating into spreadsheet 2. lit review completed 3. Survey data reviewed 4. Special session presentation accepted. Eric Wright and Bonnie Brown to participate as speakers, other sub-committee members as facilitators. Special session entitled: Teaching Certificate Programs: Unifying the Diversity to be presented on Monday July 16th from 10:30AM-Noon at the AACP annual meeting</td>
<td>50% NOTE: it is anticipated that completion of this charge will be spring 2013. Feed back obtained during the special session will be incorporated into the work of the subcommittee</td>
</tr>
<tr>
<td>#2 Collaborate with AACP Student Affairs director to increase student attendance/offer activities at AACP meetings</td>
<td>Bonnie Brown-Chair Ashley Vincent</td>
<td>1. AACP has provided data on student attendance for past 5 yrs. 2. Brain storm with sub-group and Jen Athay further ideas and discuss process of implementation</td>
<td>1. Note: I am not sure how far this charge will go without an additional funding source (besides the Walmart program) to fund student attendance at the AACP annual meeting</td>
<td>15% (?) Suggest deleting this charge</td>
</tr>
<tr>
<td>#3 CV and interview workshop created for distribution to colleges</td>
<td>Kathryn Kiser-Chair Maria Summa Karen Gunning</td>
<td>Sub-group working on 3 areas: 1. Interviewing 2. Letters of intent and references 3. CV-how to format with multiple examples</td>
<td>Information on interviewing, CV/resume prep, letter of intent and references completed and will be forwarded to Jen Athay at AACP</td>
<td>100%</td>
</tr>
<tr>
<td>#4 Template for student academic teaching courses and rotations to include module on AACP and academic careers</td>
<td>Lindsay Davis-Chair Karl Hess John Donney</td>
<td>Sub-group to work on 2 areas: 1. Literature search regarding teaching rotations and courses. 2. Develop a template for an ideal teaching rotation</td>
<td>Note: work on this charge stalled as charge #1 took priority with special session development. This work could be completed in 2012-13</td>
<td>10%</td>
</tr>
<tr>
<td>ADVOCACY Task Force</td>
<td>and course (minimum expectations and elective opportunities)</td>
<td></td>
<td></td>
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<tr>
<td>#1 Collaborate with Will Lang, AACP VP of Policy and Advocacy, as staff responses are developed to recommendations from the COF/COD 2010 – 2011 task force</td>
<td>Eric Nemec</td>
<td>Task force members reviewed the report, but were unsuccessful in communicating with Will Lang via email or phone regarding this charge.</td>
<td>Ongoing</td>
<td>0%</td>
</tr>
<tr>
<td>#2 Increase awareness by Section members of AACP resources related to advocacy...</td>
<td>Sarah Scarpce</td>
<td>Task force members corresponded (conference call) with Will Lang. At conclusion of conference call, concept of roster was mutually found to be impractical. Task force members emailed section requesting update in interest area of profiles.</td>
<td>Designate an individual within the Section (either current officer, task force chair, or new officer) to assume responsibility for reinforcing any advocacy messages from AACP Section leadership to remind all annual meeting attendees to update their interest areas</td>
<td>50%</td>
</tr>
<tr>
<td>#3 Collaborate with Student Engagement/Involvement Task Force and AACP to increase student and resident involvement in advocacy</td>
<td>Karen Whalen</td>
<td>A survey was developed and emailed to both COF and Section. Only 1 (!) response to survey.</td>
<td>Obtain support at institutional level - department chairs/deans –for higher survey participation.</td>
<td>10%</td>
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</table>

<p>| AWARDS |  |
|-------------------|-------------------------------------------------------------|---|
| #1 Proactively solicit nominees for AACP Awards (ex. Volwiler &amp; others) from Section members, gathering required supporting information, and prepare nominations for the Section Chair to submit | Kim Begley, Paul Belliveau, Abby Kahalleh, Lauren Garton, Vanessa Phillips, Michael Peeters | 1. Three names with accompanying materials/letters submitted for consideration (Volwiler Award) 2. Worked w/ Sect Chair for Lyman award nominees | 1. Successful in Pharmacy Practice Section Member being selected for Volwiler Award (Dr. Gene Morse) | 100% |
| #2 Collaborate with the Scholarship and Research Development Committee to identify exceptional and productive scholars in pharmacy practice worthy of AACP recognition. | Kim Begley, Paul Belliveau, Abby Kahalleh, Lauren Garton, Vanessa Phillips, Michael Peeters | See above | See above | 100% |
| #3 Maintain current list | Kim Begley | Ongoing | Ongoing | Ongoing |</p>
<table>
<thead>
<tr>
<th>FACULTY DEVELOPMENT</th>
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<tbody>
<tr>
<td>#1 Maintain a tracking of</td>
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<table>
<thead>
<tr>
<th>COMMUNICATIONS</th>
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<tbody>
<tr>
<td>#1 Work with AACP to enhance Section use and value of the listserv and section web page</td>
</tr>
<tr>
<td>#2 Monitor the internal process used by committee/task force chairs within the Section for communication</td>
</tr>
</tbody>
</table>
| #3 Collaborate with Membership Committee to propose communication mechanisms that can increase recruitment of new members... | Entire committee | - New wording forwarded to Membership Com & Bylaws for membership categories
- Have discussed a need for members unable to attend annual meeting have the ability to ‘remote access’ business meeting in real-time and vote
- Held call with Membership Chair and discussed several items their committee raised. Many items are being done and could be included in newsletter | ongoing | ongoing |
| #4 Collaborate with the Scholarship/Research Development Committee to develop an electronic newsletter... | Entire committee | - Pursuing creating Section newsletter template for our website; working w Allan Lee (see status update under charge 1)
- Work w AACP on std template to download info & post to webpage
- Have Section Secretary included on committee as ex officio in accordance with standing rules so this person can help collate information from interim reports and work with committee to create newsletter | Work w AACP on std template to download info & post to webpage
- Have Section Secretary included on committee as ex officio in accordance with standing rules so this person can help collate information from interim reports and work with committee to create newsletter | 50% |

| of past AACP award recipients | Paul Belliveau
Abby Kahalleh
Lauren Garton
Vanessa Phillips
Michael Peeters | | | |
| #2 Analyze survey data gathered in 2010-11 and publish a white paper on pharmacy practice faculty mentoring models... | Entire committee | Drafting manuscript, AJPE interested; Scholarship Com added section on research mentoring. The manuscript is in a final form and will be submitted May 25 after a last round of final feedback from the committee. | Submit to AJPE May 25 (with hopeful acceptance or feedback for revisions prior to the meeting in July) | 90% |
| #3 Analyze and disseminate survey data gathered in 2010-11 from Pharmacy Practice Department Chairs on the impact of the limited number of clinical fellowships on the applicant pool for tenure track faculty positions... | Anne Metzger, Teri Wensel | Shared survey results with Tim Ives to COS; will incorporate some elements into white paper (Charge #2). This was submitted and accepted as an abstract for a poster presentation this July in Orlando. | Unsure. Potentially collaborate with COS and decide what action steps, if any, should be taken to address the issue | 90% |
| #4 Establish a separate Faculty Recruitment & Retention Task Force from within the Committee, whose main focus will be strategic planning, activities, and programming in this area... | Committee | Not much time this year was spent on this charge | Develop specific ideas and charges for this task force for the next academic year to have them focus on. | 10% |

**MEMBERSHIP**

| #1 Collaborate with AACP & strategic planning groups to evaluate results of membership surveys with the goal of increasing Section membership... | Christopher Ho-Long Island University Ed Bell-Drake University | Awaiting results of AACP Surveys member needs survey (not available to complete this charge by May 2012) | Charge will need to continue to next year, once AACP survey results and analysis are available | 25% |
| #2 Establish recruitment strategies such as “member to member” outreach for non-members... | Lisa Inge-University of Florida Jim Matthews-Northeastern University, Boston, MA | 1. Recommend that AACP train each School’s/College’s AACP faculty delegate to serve as a local membership recruiter. 2. Recommend AACP provide a travel stipend | Continue planning; create proposals; work w AACP on planning | 75% |
| #3 Collaborate with AACP to enhance marketing tools to attract junior faculty. | Kayce Shealy-Presbyterian College-South Carolina  
Jane McLaughlin-Middlekauff-Nova Southeastern, Fl | 1. Many ideas formulated (see full report). | See full Committee report for many specific ideas | 100% |
|---|---|---|---|---|
| #4 Explore joint memberships between AACP and other international pharmacy education organizations... | Melody Ryan-U. of Kentucky  
Katie Suda-U. of Tennessee HSC-Memphis | 1. A list of AACP collaborations has been collected from AACP  
2. Recommend developing relationships w international organizations based on goals common to AACP (vs. joint membership) | Continue to discuss with AACP leadership on best means to achieve these collaborations. | 75% |
<p>| NOMINATING | Entire committee | Finished charge to last year’s committee with a slating of candidates for Secretary; created an open process for nominations to expand pool, and standardize process; developed descriptions of two | Call for nominations yielded 2 candidates for secretary (Sauna Buring was elected to start July 2012) and 2 candidates for Chair elect (Charles Taylor was elected to start as Chair elect July 2012) | 100% |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>Leader</th>
<th>Notes</th>
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<tbody>
<tr>
<td>#2 Coordinate the gathering of supporting materials from nominees as background for members</td>
<td>Entire committee</td>
<td>Developed guidelines for interested individuals (see full final committee report)</td>
</tr>
<tr>
<td>#3 Prepare and present a slate of nominees for Chair-Elect at the 2012 AACP Annual Meeting</td>
<td>Entire committee</td>
<td>Two candidates vetted from pool: Jan Hastings and Steve Stoner</td>
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<td>Candidates will be introduced at Section business meeting in July 2012; election in November 2012.</td>
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**PROGRAM**

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<thead>
<tr>
<th>Task</th>
<th>Leader</th>
<th>Notes</th>
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<tbody>
<tr>
<td>#1 Develop section programming for the 2012 AACP Annual Meeting, and the Section session at the 2012 Midyear clinical Meeting...</td>
<td>#1a: 2012 AACP Annual Meeting - Pharmacy Practice Section Programming #1b: 2012 AACP Annual Meeting Joint Programming #1c: 2012 ASHP Midyear Clinical Meeting Programming</td>
<td>#1a: Subcommittees: Michael Neville, Leigh Ann Ross #1b: Subcommittees: Leigh Ann Ross, Sarah Shrader, Betty Chewning (SAS Program Chair) #1c: Subcommittee: Michelle Lamb, Leigh Ann Ross, Lori Duke (Experiential Education Section)</td>
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<td></td>
<td>#1a: Speakers confirmed, objectives and CVs submitted, budget submitted and approved; Annual July ’12 meeting programming set; title “Developing Future Faculty: Preparing Students for Opportunities in Post-Graduate Pharmacy Programs” #1b: Speakers confirmed, objectives and CVs submitted, budget submitted and approved; Joint program at 2012 Annual Meeting with SAS section set; title, “Interprofessional Teams: Education and Practice Models” #1c: Subcommittee identified to plan this session. Confirmed joint session with Experiential Education Section. Awaiting response from ASHP on process to submit.</td>
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<tr>
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<td></td>
<td>#1a: Session finalized for AACP Annual Meeting. #1b: Session finalized for AACP Annual Meeting. #1c: Subcommittee meeting pending ASHP response (planned for late April/early May) to plan and submit session programming.</td>
</tr>
<tr>
<td>#2 Investigate the potential for programming at professional meetings... to inform students/residents/fellows about opportunities in academia.</td>
<td>Entire Committee</td>
<td>Programming at 2012 AACP Annual Meeting will address this charge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See above.</td>
</tr>
<tr>
<td>#3 Develop a program in</td>
<td>Subcommittee:</td>
<td>Two members of this</td>
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<td>A discussion will take place with</td>
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collaboration with another professional organization in addition to ASHP in 2012.

<table>
<thead>
<tr>
<th>Collaboration with another professional organization in addition to ASHP in 2012.</th>
<th>Joel Marrs, Kristi Kelly, Leigh Ann Ross</th>
<th>Committee are also members of the ACCP Annual Meeting Program Committees. This positions us well for collaboration to provide an educational session at the ACCP Annual Meeting. The 2013 ACCP Annual Meeting will be targeted for this collaboration.</th>
<th>the ACCP Program Committee Chair. The Subcommittee will report back to the Program Committee in the May conference call meeting</th>
</tr>
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</table>

- **#4 Maintain the inventory of Section programming for use by subsequent Program Committees in collaboration with Section secretary**
  - **Subcommittee:** Leigh Ann Ross, Michael Neville
  - A written report will be filed that will outline the processes, contacts, and timelines to address the Program Committee charges. This will be provided for the 2012-2013 Program Committee Chair.
  - The Subcommittee will report back to the Program Committee in the May conference call meeting 50%

### RESOLUTIONS

<table>
<thead>
<tr>
<th>Resolution</th>
<th>Committee</th>
<th>Progress</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Solicit resolutions from Committee and Section members and educate Section on process for submission...</td>
<td>Committee</td>
<td>Reviewed all committee reports from last year with a view to generate resolutions; about 3-4 resolutions identified</td>
<td>Draft wording of resolutions; ready for member review PRIOR to annual meeting 50%</td>
</tr>
<tr>
<td>#2 Review all proposed resolutions for adherence to revised Section procedures</td>
<td>Committee</td>
<td>Working with AACP liaison to enhance resolutions process; new guidelines already approved will be implemented</td>
<td>Ongoing Ongoing</td>
</tr>
<tr>
<td>#3 Draft a summary of proposed resolutions with rationale, and send to Section Listserv at least two weeks prior to business meetings of the Section or prior to electronic voting</td>
<td>Committee</td>
<td>In final review and preparation for dissemination to Section via list serve prior to July 2012 meeting</td>
<td>Agenda items slated for business meeting July 2012 100%</td>
</tr>
<tr>
<td>#4 Present resolutions to members at Business meetings and coordinate electronic voting on resolutions with AACP per revised Section rules.</td>
<td>Committee</td>
<td>Draft of e-voting resolution reviewed and planned to send to Section prior to July 2012 business meeting</td>
<td>Agenda item slated for Section business meeting July 2012 100%</td>
</tr>
</tbody>
</table>

### SCHOLARSHIP/ RESEARCH
<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Progress Notes</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Collaborate with Program Committee and key AACP staff to offer components of the ACCP Research Certificate program to Section members...</td>
<td>Steve Stoner, Erin Callen, Lakesha Butler</td>
<td>Discussions w Vince Lau, CSO of AACP, and Section Chair in Sept.</td>
<td>Vince Lau has indicated plans for focus group discussion with ACCP to begin at a later date (updated March 2012)</td>
</tr>
<tr>
<td>#2 Work with Communications Committee to develop an electronic newsletter dedicated to pharmacy practice research and scholarship for current Section members and potential members...</td>
<td>Chad Knoderer and Shauta’ Ray</td>
<td>See Communications section of report</td>
<td>See Communications section of report</td>
</tr>
<tr>
<td>#3 Gather results from Faculty Development Committee survey on mentor programs to develop a practice-based research development/mentorship program.</td>
<td>Steve Stoner, Katherine Carey, Michael Daly</td>
<td>Contributing scholarship section for white paper with Fac Dvlpmt committee</td>
<td>Draft submitted to Fac Developmt Committee in October 2011</td>
</tr>
<tr>
<td>#4 Collaborate with Section’s Immediate Past Chair to encourage member applications for the NPF-RAP and act as a resource and liaison to COS NPF-RAP task force</td>
<td>Steve Stoner, Keith Olsen, Magdi Awad, Paul Gavaza</td>
<td>Worked w Tim Ives on monitoring &amp; evaluating NIA applications</td>
<td>NIA nominees selected and submitted</td>
</tr>
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</table>

**STRATEGIC PLAN/BYLAW TASK FORCE**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Progress Notes</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>#1 Draft a new 3-year Strategic Plan for the Section...</td>
<td>Tim Welty &amp; entire T.F.</td>
<td>Initial draft completed, reviewed at ASHP Midyear Sect business meeting; posted on Sect webpage; final draft to entire Section in May 2012 for review</td>
<td>Introduce proposal for endorsement at July 2012 business meeting</td>
</tr>
<tr>
<td>#2 Recommend adjustments in Section bylaws in concert with Resolutions committee to reflect changes and decisions by the AACP House of Delegates and AACP staff.</td>
<td>Steve Scott, chairing sub-group on e-voting</td>
<td>Draft of e-voting proposal, and resolution to change this TF to standing Strategic Plan standing Committee for the Section sent to Section members prior to July 2012 meeting</td>
<td>Sending to Section list serve prior to July 2012 meeting</td>
</tr>
<tr>
<td>#3 Develop mechanisms</td>
<td>Tim Welty</td>
<td>Initial draft posted on Agenda item for business</td>
<td>100%</td>
</tr>
<tr>
<td>for Section members to provide input into the new Plan.</td>
<td>Sect webpage, membership input solicited; drafts created and modified; final draft to section May 2012.</td>
<td>meeting in July 2012</td>
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</table>
Social and Administrative Sciences Section (Gireesh Gupchup, SIUE)

Graduate Program Committee

Committee Charges:

1. Identify best practices in recruiting PharmD and other students into post-graduate educational programs in the social and administrative pharmaceutical sciences.
2. Identify best practices for attracting SAS graduate students into an academic career.
3. Continue development of the “toolkit” for SAS graduate students general enough for any institution (ie, selecting an advisor, identifying research interests, time management, etc).

Progress report

1. The 2010-2011 committee has finished gathering data from graduate program coordinators/department chairs of SAS graduate programs. The results of this data collection were presented at the 2012 American Pharmacists Association in New Orleans. A manuscript about this has been accepted for publication in Research in Social and Administrative Pharmacy (RSAP)

2. Regarding Charge #3 (developing a toolkit). The committee plans to develop a set of documents that are general enough so that graduate programs can use them as part of the program orientation and/or to help in student development. We brainstormed ideas for documents (see below). Several documents (highlighted) have been selected as part of this year’s activity.

<table>
<thead>
<tr>
<th>1. Selecting an advisor (eg, what factors to consider, etc)</th>
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<tr>
<td>2. Selecting research interests</td>
</tr>
<tr>
<td>3. Time management</td>
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<tr>
<td>4. Writing in general (including publications)</td>
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<tr>
<td>5. Quantitative analyses</td>
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<tr>
<td>6. Qualitative analyses</td>
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<tr>
<td>7. Job application (writing cv, statements, interview</td>
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</table>
8. How to have successful mentor/mentee relationship

9. How to develop a familiarity with pharmacy profession (especially for those who are international students and those who do not have pharmacy background)

10. Academic Career – what is it?

Curriculum Committee

Committee Charges:

1. Continue identifying content for the new teaching handbook to made available on the AACP website, including additional syllabi, teaching materials, and resources.
2. Continue development of “SAS Rocks” or similar such interactive blog for interactive communication regarding teaching issues.
3. Seek best practices for active learning assignments for professional and graduate courses in the discipline.

Year End Progress Report:

The Social and Administrative Section Curriculum Committee during the past six months added a list of print resources useful for the social and administrative sciences library and a link to the National Board of Medical Examiners Item Writing Guide to the Special Projects (Teaching Handbook) page. Another call for stories about teaching experiences has been sent out on the listserv. The goal of this project is to increase utilization and participation in the teaching handbook project. The blog has had a little usage and has a few followers. In addition, a proposal for a roundtable session was submitted for the AACP Annual Meeting on development of useful rubrics in social and administrative science courses. This proposal was not accepted for this year. The ultimate objective of the curriculum committee is to have an operational and frequently used teaching resource for both new and experienced teachers; this allows for mentoring and networking.

Mentoring Committee

Committee Charges:

1. Continue soliciting and encouraging participation in the new SAS mentor-mentee program.
2. Match new pairs of interested mentors and mentees.
3. Identify programming or other mechanisms at the AACP Annual Meeting to facilitate and strengthen mentor-mentee dyadic relationships.
4. Create resource lists for mentoring topics discussed at the 2011 AACP Business Meeting.
5. Identify a mechanism of reporting or outcomes evaluation to evaluate success of the mentoring program.

Year End Report

Conducted a survey and recd about 4 (out of 23) Mentee responses and 15 (out of 29) mentor responses from our survey. Here is a summary:

It seems that the mentors who responded did not find much value (10/12 who answered the Q) because 1. They didn’t know they were assigned. 2. There was no structure to the program. 3. Long distance was difficult. 4. Mentee did not contact them 5. Didn’t know mentee and had no common thread.

But most are willing to keep mentee or be reassigned.

The 4 mentees on the other hand were satisfied (self-selection bias?) and wanted to continue...

We need a more structured program if we want more engagement and success. I think the program itself has value because even if you have a mentor on campus, a long distance mentor is helpful in sorting through “political concerns” and giving an outside unbiased perspective.

We can create a team to work on a better program at the next SAS section meeting.

The Mentoring Committee had 7 subcommittees that had been formed at the SAS session of the 2011 AACP Annual Meeting. These subcommittees were provided with the following charge:

1. Reach out to groups (names and contacts in the attached document)
2. Establish ground rules of communication (limit # emails, have a distribution list or some form of communication)
3. Focus on 1 main objective they wanted to achieve this year in their subgroup
4. List 2-3 strategies towards that objective
5. Send an initial email to Chair by October 7, 2011 on each of the above

Role balance Subcommittee:

The objective was to examine the following:

1. How is role balance defined? For faculty.
2. Association/interaction of Gender and life cycle issues with role balance?
3. What is the impact of role balance? Performance indicators? Is there such a thing as having achieved role balance when it’s a dynamic process?
4. What is the role of mentoring in role balance?

A literature review has been conducted and 5 key articles were extracted and abstracted. There appears to be a paucity of literature but the group will continue work in this area.

Large database Group: Richard Hansen: No report

Grants Interest Group: No coordinator

Patient Provider Behavior Group: Daniel Lane

SOTL Group: Mary Gurney

Administrative Roles Group: Lawrence “LB” Brown:

Marketing/Management/Leadership Group: David Holdford: No report

2011-2012 Intradisciplinary Consensus Committee

Committee Charges

1. Describe the general scholarly progress of the social and administrative pharmaceutical sciences through various benchmarks identified in the literature.
2. Identify a mechanism to gather consensus opinion on priorities for teaching and research in the discipline in collaboration with officers and/or designates from APhA APRS-ESAS.
3. Initiate implementation of such a mechanism in hopes of advancing the discipline’s scientific paradigm.

No Report