

Successful Practices in  
**Encouraging Student Interest in Academic Careers**  
Pharmaceutical Education 2002

**Butler University**  
College of Pharmacy and Health Sciences  
Indianapolis, Indiana 46208

**Encouraging Student Interest in Academic Careers**

**Description**

Butler University has developed a four point program to encourage student interest in academic careers. The program encourages students and residents to consider the benefits of an academic career and provides a broad range of opportunities to experience the various aspects of academia. The four parts of the program include:

1. A one-month academic rotation for Pharm.D. students. The rotation has been designed to provide the P4 student with an overview of the role of a clinical faculty member.
2. An elective course: Teaching to Learn/Learning to Teach. This course has been developed by three faculty members who have extensive experience in higher education. The course covers a broad range of topics and guides the student in developing and presenting a lecture (including developing outcomes, selecting instructional strategies and writing assessment instruments).
3. Co-funded residencies and Residency Committee initiatives – Butler cosponsors residencies in major hospital systems in Indianapolis. As a part of their Butler academic responsibilities, residents participate in a variety of experiences at the College (facilitating case study sessions, teaching, precepting etc.). The Residency Committee has developed guidelines for ensuring resident experiences are of the highest quality.
4. Annual Residency Teaching Conference. Each August, the College sponsors a day-long teaching conference in Indianapolis. All Indiana residents are invited to attend at no charge. The conference is formatted after the Teacher's Workshop that has been presented at several AACP Annual Meetings.

**Outcomes**

We feel that we are making progress in preparing future faculty members.

1. The clinical faculty has continuously improved the academic rotation and feels it provides the P4 student with an excellent overview of the role of faculty. Student evaluations have been extremely positive and we have used the evaluations to continue to refine the rotation experiences. Students cited a new respect and appreciation of the role of the faculty member. We are also in the process of developing a special residency track for P4 students who are planning to enter a residency program after graduation.
2. The Teaching to Learn/Learning to Teach elective course will be offered this spring for the first time. The faculty has carefully planned the course to cover a wide range of topics including career development issues. Students are encouraged to complete this course in the P3 year in preparation for the P4 academic rotation. We believe that these two experiences will give the student excellent didactic and hands on exposure to careers in academia.
3. Butler University has a total of 8 co funded residents in Indianapolis. Our residents are included in the teaching activities of the College and are offered the Learning to Teach Course at no charge. We have had several residents who have applied for faculty positions because of their involvement in the College during their residency year. We are currently developing an elective rotation for residents.
4. Our Annual Teaching Conference is extremely well received with positive responses from the residents. Providing the conference free of charge to the residents demonstrates our commitment to helping them learn to become teachers.

Butler University is committed to excellence in teaching. We feel these initiatives are extremely important to develop the next generation of teachers. We will continue to identify new opportunities to attract the best and brightest into academia.

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Additional faculty members participating in the initiative:

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**Description**

Oftentimes, residents and students are attracted to practice opportunities because they believe that the benefits are better in that sector. To demonstrate the benefits that can be realized in an academic career, Butler University has developed a list of negotiable benefits that we give to our residents. Obviously, the greatest benefit is that of seeing your students mature and grow into competent professionals. That benefit rarely makes any list, but is the greatest benefit we see.

**30 Negotiable Benefits for Faculty Positions**  
**Dr. Patricia Chase**

This is a list of salary, benefits etc. that could be requested when negotiating your employment. It is a fairly extensive list of items that some colleges offer. However, you will never receive all of this! You need to assess your situation and determine what things are the most important. If a potential employer says he/she cannot provide an item, drop it! You don't want to lose a great job by appearing too demanding! Remember, some of the best benefits are those that are directly paid by the institution and are not taxed!

1. Salary at not less than the 50<sup>th</sup> percentile (or average-whichever is higher) for similar size institutions (use AACP data). If you cannot start at the salary you want, try to negotiate raises for the next two years that will at least meet the national average. (Be sure you know exactly what is expected of the position and how you will be evaluated).
2. Tuition reimbursement (be careful with the small print!)
3. Moving expenses. Sometimes the institution has special policies about automobiles and pianos. Frequently, these can be negotiated.
4. Temporary living expenses.
5. Pre employment visit to look for a home; set up office etc. Include travel, hotels, rental car and meals for self and spouse.
6. Reciprocity expenses (national and state, if applicable).
7. Cell phone/beeper and monthly charges paid by the University. A home email account if you are expected to work at home.
8. Laptop computer with docking station, color printer, PDA (with software), etc.
9. Monthly car/mileage allowance/parking reimbursement/space.
10. Meal tickets at hospitals/monthly budget for business meetings.
11. Professional dues (both national and state organizations).
12. Annual travel allowance.
13. Membership to fitness center.
14. Complete health benefits and insurance for self and family.
15. Funding for a specialty resident.
16. Support staff assistance.
17. Office area with new equipment and furniture computers, casework, file cabinets.
18. Special hardware and software programs.
19. Subscriptions to special publications, newspapers etc.
20. Start up funds for special projects/labs (First year and 3-year commitment of funds).

21. Tuition assistance program for self, children, and/or spouse.
22. Special research assistants/fellows (e.g. to support teaching, research, service activities).
23. Program/lab space plus start up money for area/research (e.g. drug information center).
24. Annual book budget.
25. Attendance at a special educational program (e.g. AACP Annual Meeting; ACCP Leadership Conference).
26. Negotiable start date; time off for special preplanned events (e.g. weddings).
27. White coats/special equipment e.g. stethoscope, testing equipment.
28. Flexible schedules/hours; job sharing opportunities.
29. Special arrangements with practice sites for time off, offices, residents etc.
30. Assistance to become BCPS certified (cost of travel, exam etc.).

### **Outcomes**

Our residents are extremely appreciative of the list and they have gained a better understanding of some of the benefits that can be obtained in an academic career.

The greatest benefit from a career in academia is not on the list but it is the best one of all. It is the opportunity to see students mature into competent professionals who are the future of the profession you love.

From: Chase. P (1985). Ten Nonmonetary Motivators. THPM 5(2), Pg.-18

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# **Massachusetts College of Pharmacy and Health Sciences**

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## **Encouraging Student Interest In Academic Careers**

Several different academically oriented rotations precepted by faculty have been developed to expose students to careers in academia. The rotations are 5 weeks in length and can be taken as a non-patient care elective rotation. The experience is available to students in the entry-level and non-traditional PharmD programs. The rotations expose students to teaching, research/scholarship and service. Students are exposed to many academic issues, including educational literature, didactic and experiential instruction and assessment strategies, accreditation issues, and committee activities. Students may attend meetings, perform teaching assistant type activities, participate in journal clubs, facilitate small group discussions, assist in a professional pharmacy practice laboratory, etc. Informal activities include faculty advising of students, presentation by faculty at career seminars and undergraduate research or directed study projects students conduct with faculty members. Young faculty members, in particular in the Department of Pharmacy Practice, are good role models for these students as well.

### **Outcomes**

Many of these students have gone on to residency and/or fellowship programs and in some cases faculty positions. In addition, comments from a survey about the experiences were positive (results presented at the AACP poster session, 2001). Finally, for students not considering an academic career, the students have reported that following these academic rotations they have gained a greater understanding of the institution and academia in general.

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# **The University of Mississippi**

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## **Encouraging Student Interest in Academic Careers** Professional Development Seminar Series for Teaching Assistants

The administration at University of Mississippi School of Pharmacy sponsors a program of professional development specifically for teaching assistants within the School. The program has been in place for two years, and consists of monthly development seminars and an online TA Support resource center.

Topics in the seminar series focus on issues related to pedagogy and careers in academia. Recent seminars have included a workshop on writing multiple choice questions, an interactive discussion with a faculty panel on the topic of “difficult student situations,” preparing teaching portfolios, and an informative discussion on plagiarism prevention and detection. These seminars are most often delivered by the Research Assistant Professor for Instructional Assessment and Advancement; however, other faculty members have served as guest speakers or panelists for selected sessions.

The online resource provides links to a wide variety of resources that teaching assistants may find useful. Among those links are similar resources at other institutions of higher learning, online journals and newsletters pertaining to teaching, instructional technology ideas, and additional resources available to them on our campus. In addition to connecting our students with these external opportunities, the resource web site provides information (handouts, etc.) from each of the previous seminars, and announces those to come.

For students having an interest in academic careers, this program provides them with development opportunities that expand their potential as future educators. While they are developing the skills to become excellent scientists and clinicians through their curriculum, this extra-curricular program facilitates the assistants’ desire to become better teachers. It fosters any interest that may be present, and is intended to provide added confidence in their instructional roles. Enhancing the skills of teaching assistants to facilitate student learning is a benefit to the School as well, because many of these students serve as tutors and laboratory instructors, experiencing direct contact with learners in the professional program.

### **Outcomes**

Anecdotal evidence of the program’s success has often come from comments from the participants, outside of the seminar settings. Comments have included appreciation for the commitment demonstrated by the School to their development as teaching assistants. Further discussions of seminar topics sometimes occur in the halls, and other evidence of continued thinking about covered topics is also frequent (i.e., “I am writing a quiz with multiple choice questions; would you take a look at it and give me some comments?” or “I have updated my teaching portfolio.”). It seems as though participants have internalized much of the seminar content, and incorporate it into their current practices; it follows that their future practices will also be influenced by their participation.

This program has the full support of the School’s administration and department chairs. The Associate Dean for Academic and Student Affairs comes to the first seminar of each semester and reiterates the value that the administration perceives in this program, emphasizing to the teaching assistants the importance of participation. And several department chairs have communicated their appreciation for this valued development of their students. While not direct evidence of the program’s outcomes, these affirmations by School leaders suggest that it is a successful program.

The most recent data collected from an evaluation of this development program by its participants were generally positive. A survey administered after the final seminar of the Fall 2002 semester indicated

that assistants found the information shared in the seminars to be useful (average response was 9.4 on 1-10 scale), clear and easy to understand (average = 10), relevant to their current role (average = 9.3), and relevant to future career roles (average = 7.8). Participants also found that the seminars have helped to increase their confidence as TAs (average = 8), and they would recommend the series to other students interested in careers in academia (average = 9.7).

Next year the program plans to cast a wider net and involve the School's residents, many of whom may be interested in a career in academia.

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**Samford University**  
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**Encouraging Student Interest in Academic Careers**  
McWhorter School of Pharmacy Advanced Practice Experience (APE) in Pedagogics

**Description**

Specific goals and objectives were developed for an elective pedagogics rotation by the Pharmacy Practice Department's Educational Policy Committee during 2000-2001 and the experience was first offered to students beginning June 2001. During 2001-02, 11 students completed a one- or two-month elective pedagogic APE with one of eight primary preceptors. Four additional faculty members participated in a more limited capacity during the year. Students had widely varied experiences, depending upon the preceptor and the setting of the rotation. Experiences included classroom lecturing, small-group facilitation, clinical instruction, administrative tasks, and testing.

**Outcomes**

At the end of the 2001-02 academic year, all students and faculty who participated in the pedagogics APE responded to a survey designed to determine the experience of each student, possible refinements for the coming year and the level of overall satisfaction with the rotation. A focus group was also formed to general open discussion among all participants. Results indicated that global satisfaction was very high among both students and faculty members and both groups felt that the rotation was worthwhile to continue in the future. Seventy-three percent of the participating students expressed an interest in pursuing a faculty position at some time after graduation. For 82% of the students, the pedagogics APE provided confirmation of this career interest and no students felt that the experience decreased their interest in an academic career. Most students reported that the most enjoyable and/or beneficial part of the APE was the opportunity to teach. In addition, the majority reported that they had gained a new appreciation for the role and work of faculty during the rotation.

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