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Planning Your Career in Academic Pharmacy

The American Association of Colleges of Pharmacy

Presentations from 2007-10 available at:

- www.aacp.org
- Click on Career Development tab
- Then Faculty Recruitment and Retention
- See ASHP Midyear Clinical Presentations
Advances in Pharmacy Education: Opportunities for New Faculty Members

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Objectives

- Identify trends in pharmacy education that are shaping the workforce of the pharmacy profession.
- Outline the potential benefits and challenges associated with a career in academia.
Outline

- Issues and challenges in academic pharmacy – looking to the future.
- Characteristics of the pharmacy education enterprise.
- Diversity of pharmacy schools and colleges.
- Characteristics of pharmacy faculty.
- Why would you want to join academic pharmacy?
Issues and Challenges in Pharmacy Education

- Implementation of Institute of Medicine objectives to improve health care
- Curriculum changes to meet Center for the Advancement of Pharmaceutical Education (CAPE) outcomes and changes in practice
- Faculty recruitment and retention
- Assessment
Can we be part of the healthcare improvement solution?

- Healthcare is uncoordinated, not patient-focused, inefficient and expensive.

- IOM has recommended that health care become:
  - Patient-centered (coordinated, integrated)
  - Team-delivered (interprofessional)
  - Evidence-based
  - Informatics-supported
  - Safer; more efficient and more effective
  - Engaged in continuous quality improvement
The CAPE outcomes and ACPE suggest similar curricular focus

- Pharmaceutical care
- Systems management
- Public Health
Approximately 125 schools/colleges (some in preliminary stages of accreditation).

Accreditation by the Accreditation Council for Pharmacy Education (ACPE) is essential for licensure.

0-8 schools per state.

Many new schools.

Many existing schools are expanding class sizes or developing satellite campuses.

All award the Doctor of Pharmacy as the only entry-level degree for practicing pharmacists.
A 2000 study by Gershon, Cultice, and Knapp projected that there would be about 8,000 graduates in 2008. Since this was reported, there have been increasing class sizes and the opening of new pharmacy colleges.

About how many actually graduated in 2008?

A. 6,500  
B. 8,500  
C. 10,500  
D. 13,500
Figure 2. U.S. pharmacy graduates: 1980-2020.

From: SK Gershon, JM Cultice, KK Knapp, “How Many Pharmacists are in our Future.”
Pharmacy School Graduation Trends

Number of Graduates

Pharmacy school graduates 2011–2014 projected based on current enrollment and ACPE-estimated attrition

6,956

11,487

13,822

0

2000

4000

6000

8000

10000

12000

14000


Source: AACP Fall 2010 Data and ACPE February 2011 Estimates
Diversity of Colleges and Schools
Pharmacy

- ~40% are part of Academic Health Centers.
  - Some colleges have academic health centers at a distant campus (e.g., Texas, Georgia, Purdue, Connecticut).

- Some associated with osteopathic medical schools

- Some associated with larger comprehensive universities.

- Some are at smaller, private universities

- Some are stand alone (e.g., St. Louis College of Pharmacy, Massachusetts College of Pharmacy)
Diversity of Colleges and Schools of Pharmacy

- Public (state funded) and private.
- Urban and rural and in-between.
- 4 year PharmD, 6 year PharmD starting from high school, and 3 year accelerated year-round programs.
- Some are research-intensive; others are more teaching-intensive.
- Class sizes range from 45 to 345.
- Some are at Historically Black Colleges/Universities (HBCUs).
- Some are at religiously-affiliated institutions.
Demand for Pharmacy Faculty

- Enough qualified applicants?
- Paid faculty members v. co-funded v. volunteer
- Is distance education one solution?
- Major limitation for expansion: experiential education
  - enough quality sites
  - development and support of volunteer preceptors as educators
  - role of simulation
2010-11 Type of Appointment

Majority of pharmacy faculty are on full-time, calendar-year appointments.

From: AACP. 2010-11 Profile of Pharmacy Faculty. Alexandria, VA, 2011.
Question:

The highest percentage of college of pharmacy faculty members are in:

A. Non-tenure track positions
B. Tenure track positions
C. Tenured positions
Tenure Status

- Tenured: 36%
- Tenure-track: 23%
- Nontenure-track: 41%

From: AACP. 2010-11 Profile of Pharmacy Faculty. Alexandria, VA, 2011.
Faculty Gender Diversity

1991-92 Full-time faculty

2010-11 Full-time faculty

From: AACP. 2010-11 Profile of Pharmacy Faculty. Alexandria, VA, 2011.
Three focus areas of faculty members

- Basic, translational, clinical pharmaceutical scientists
- Practice faculty
- Social and administrative pharmacy faculty
Question:

The highest number of college of pharmacy faculty members are:

A. Basic, translational, and clinical pharmaceutical scientists

B. Practice faculty

C. Social and administrative pharmacy faculty
Discipline
2010-2011 Full-time faculty

- Pharmacy Practice 2806
- Pharmacology/Biological Sciences 831
- Pharmaceutics 603
- Medicinal Chemistry 567
- Social/Admin Sciences 401
- Continuing Education 33
- Libraries/Educ Resources 32
- Liberal Arts 31

From: AACP. 2010-11 Profile of Pharmacy Faculty. Alexandria, VA, 2011.
What do they have in common?

- All teach pharmacy students*.
- All engage in and publish scholarly work*.
- All participate in service activities*.
- All are experts in their fields.

*The proportion of teaching/research/service expectations varies with the mission of the school and the university.
How do they differ?

- Type and length of post-Pharm.D* education and training.
- Practice and patient care responsibilities
- Educate residents and fellows vs. graduate students.
- Focus and amount of research activity expected.
- Teaching: classroom vs. practice setting and professional vs. graduate programs

*some faculty, especially in the basic sciences, do not hold a Pharm.D.
Practice Faculty

- Pharm.D. → Residency (general; 1 year specialty) or additional practice experience.

Some research training (exposure) → faculty position.

Pharmacy practice is significant job expectation.

- Clinician-educator model; often non-tenure track.

- Should document, assess, and publish impact of innovations on patient care outcomes.
Faculty are change agents

- Competent and confident in their skills and abilities.
- Innovate/lead change and engage in continuous quality improvement.
- Post-graduate training and experience that facilitate innovation.
Why would YOU want to join academic pharmacy?
Attributes of a successful faculty member

- Passion for teaching.
- Passion in research or practice area; change agent.
- Communication and Interpersonal skills.
- Independence, self-motivation and self-direction... combined with a willingness to work with others.
- Strong work ethic and ability to balance one’s life.
- Excellent post-Pharm.D. education and research training – be prepared; don’t rush it!
Question

Which one of the following would be most characteristic of a pharmacy faculty position?

A. Forced overtime
B. Inability to refocus professional career direction
C. Lack of developmental opportunities
D. Need for good communication skills, self-direction, and strong work ethic
What’s good about being a faculty member?

- Can impact the future of the profession or your discipline nationally and internationally.
- Variety of opportunities, including travel.
- Students are fun, challenging and keep you intellectually young.
- Constantly learn new things; can change focus over time; sabbaticals!
- “Academic freedom:” choose your interests and how you spend each day, within the mission of the school and your defined position expectations.
- It is the BEST job in all of pharmacy!
My advice: Try it out by getting some teaching experience as a resident or preceptor; and then….

Go for it!