



Career Opportunities in Academic Pharmacy: Your Roadmap for Success

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The American Association of Colleges of Pharmacy

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Advances in Pharmacy Education: Opportunities for New Faculty Members

Patricia Chase

Dean, West Virginia University School of Pharmacy

2014-2015 AACP President

Disclosure

Patricia A. Chase, Ph.D. reports no relevant financial relationships.

Background Information

- Dean, West Virginia since 2006; prior to that was Dean at Butler University for six years. Has continuously held faculty appointments since 1986.
- Previous experience as a Director of Pharmacy in both large and small hospitals for over 20 years including the Universities of Oklahoma and Colorado. Served as a Clinical Pharmacist at Moses Cone Hospital in NC.
- WVU's School of Pharmacy is #26 in the US News and World report rankings.
- School received the maximum number of years for ACPE accreditation standards in 2010.

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 both in pharmacy education and healthcare.
- Characteristics of pharmacy education.
- Diversity of pharmacy schools and colleges.
- Characteristics of pharmacy faculty.
- Why would you want to join academic pharmacy?

Issues and Challenges in Pharmacy Education

- Cost, quality and access issues
 - The cost of education/student debt.
 - How to measure/assess the quality of education?
 - Why should students attend class when they can access coursework in the comfort of their home?

Issues and Challenges in Healthcare

- Cost: Healthcare is uncoordinated, not patient-focused, inefficient and expensive.
- Quality: safer, more efficient and more effective care. We need to be engaged in continuous quality improvement.
- Access: the healthcare team must deliver patient centered care – coordinated and integrated.

Characteristics of Pharmacy Education

- Approximately 134 schools/colleges (some in preliminary stages of accreditation).
- Accreditation by the Accreditation Council for Pharmacy Education (ACPE) is essential for licensure.
- 0-10 schools per state.
- Many new schools and many existing schools are expanding class sizes or developing satellite campuses.

Question:

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

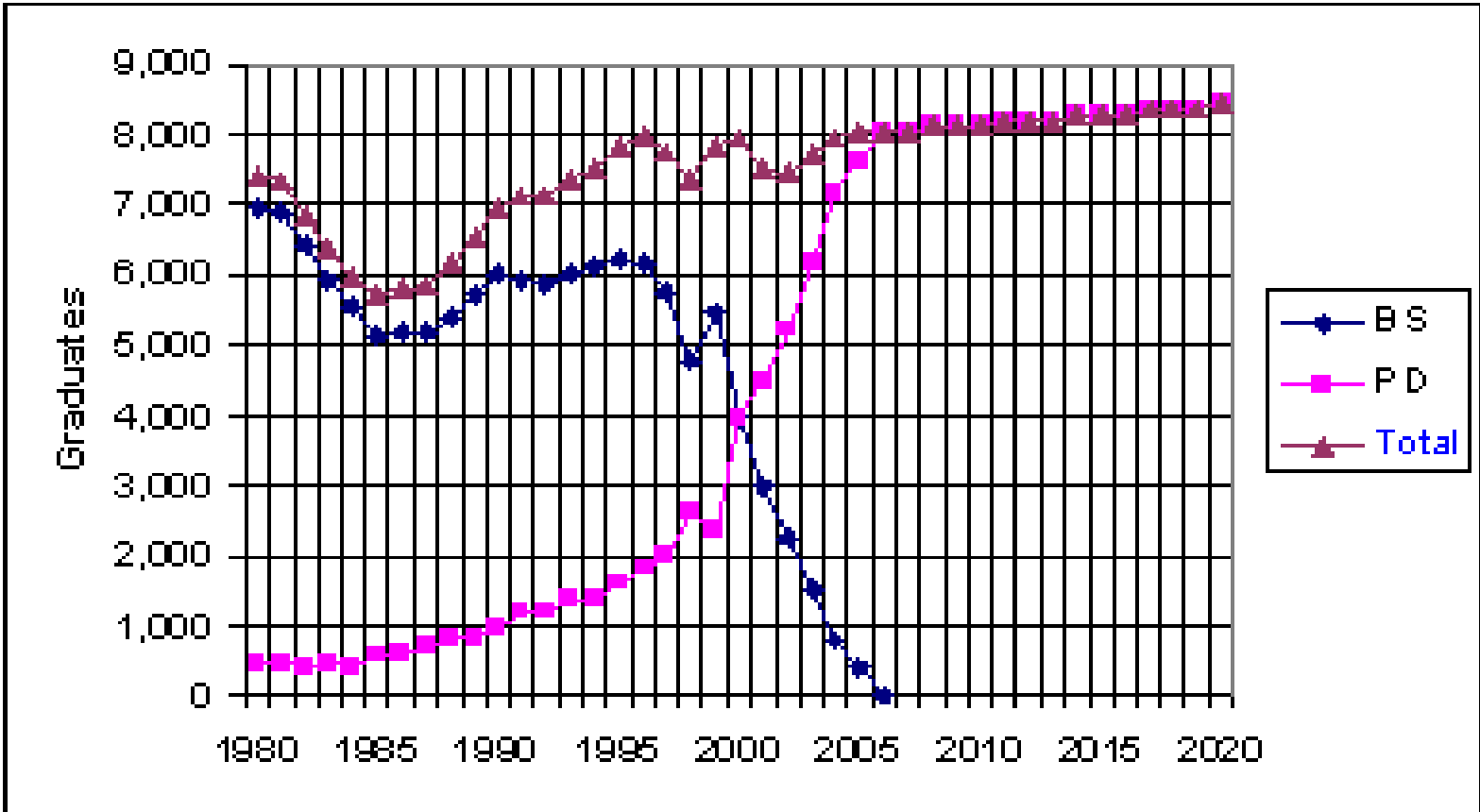
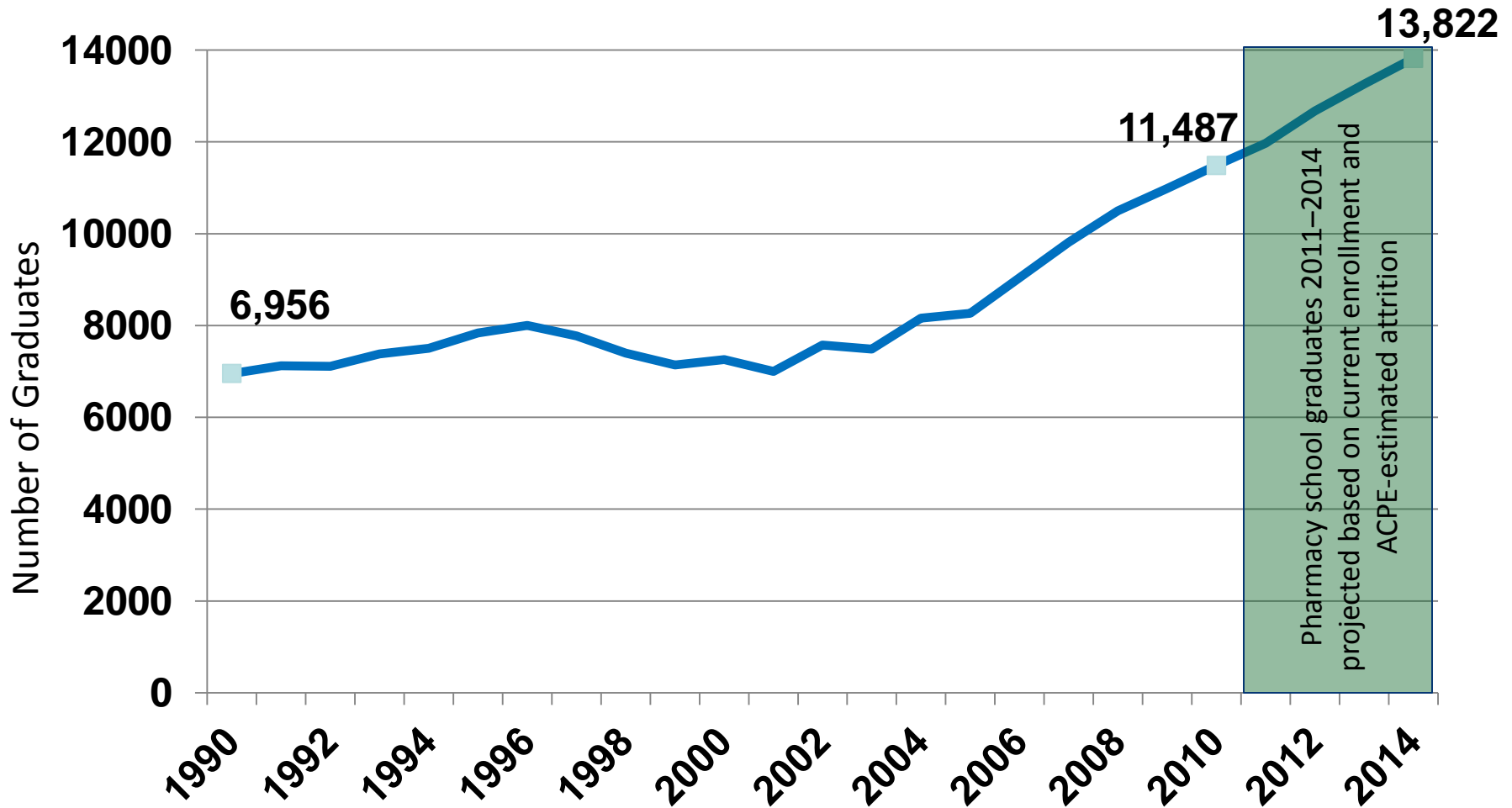


Figure 2. U.S. pharmacy graduates: 1980-2020.

From: SK Gershon, JM Cultice, KK Knapp, "How Many Pharmacists are in our Future."
www.hhs.gov/pharmacy/phpharm/howmany.html presented at ASHP June 5, 2000.

Pharmacy School Graduation Trends



Source: AACP Fall 2010 Data and ACPE February 2011 Estimates



Diversity of Schools and Colleges of Pharmacy

- ~40% are part of Academic Health Centers and some have academic health centers at a distant campus (e.g., Texas, Georgia, Purdue, Connecticut).
- Some are associated with osteopathic medical schools.
- Some are associated with larger comprehensive universities while others are at smaller, private universities.
- Some are stand alone (e.g., St. Louis College of Pharmacy, Massachusetts College of Pharmacy).

Diversity of Schools and Colleges of Pharmacy

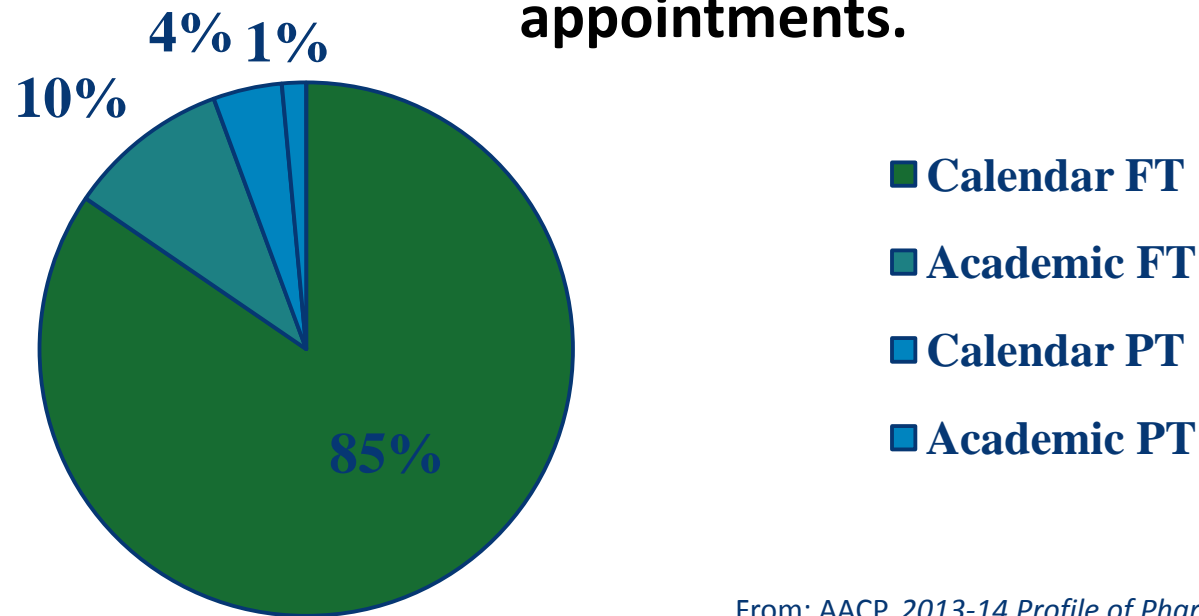
- There are both public (state funded) and private institutions.
- 4 year PharmD, 6/7 year PharmD starting from high school, and 3 year accelerated year-round programs.
- The missions of the institution may vary depending on funding. Some are research-intensive; others are more teaching-intensive.
- Class sizes range from 45 to 345.
- Some are at Historically Black Colleges/Universities and some are at religiously-affiliated institutions.

Demand for Pharmacy Faculty

- If there are too many graduates can we encourage more of them to consider teaching? However, you must be qualified for an academic appointment.
- Paid faculty members v. co-funded v. volunteer – variances in funding opportunities can be good or bad – Dr. Burton will discuss this in his presentation.
- Experiential education requirements challenge the academy
 - enough quality sites for IPPE and APPEs.
 - development and support of volunteer preceptors as educators is essential.

2013-14 Type of Appointment

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



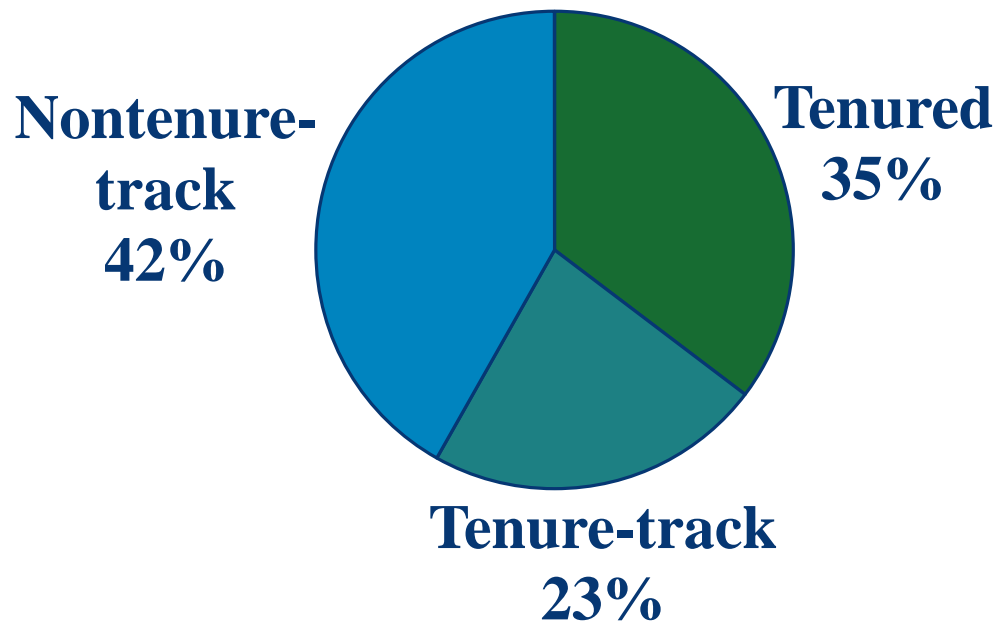
From: AACP. *2013-14 Profile of Pharmacy Faculty*. Alexandria, VA, 2014.

Question:

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

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

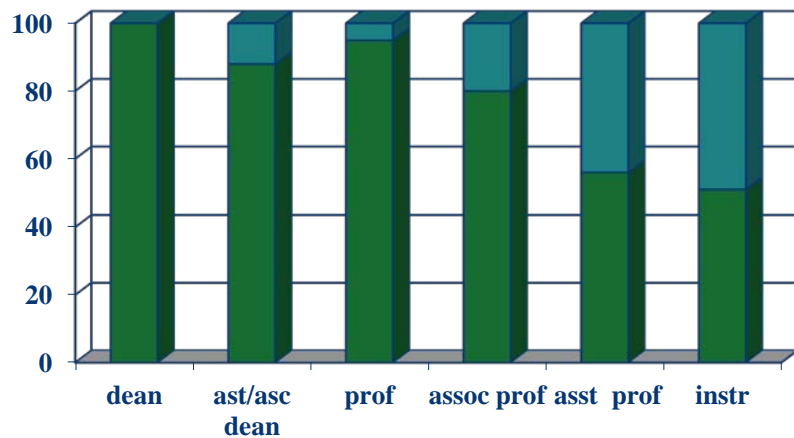
Tenure Status



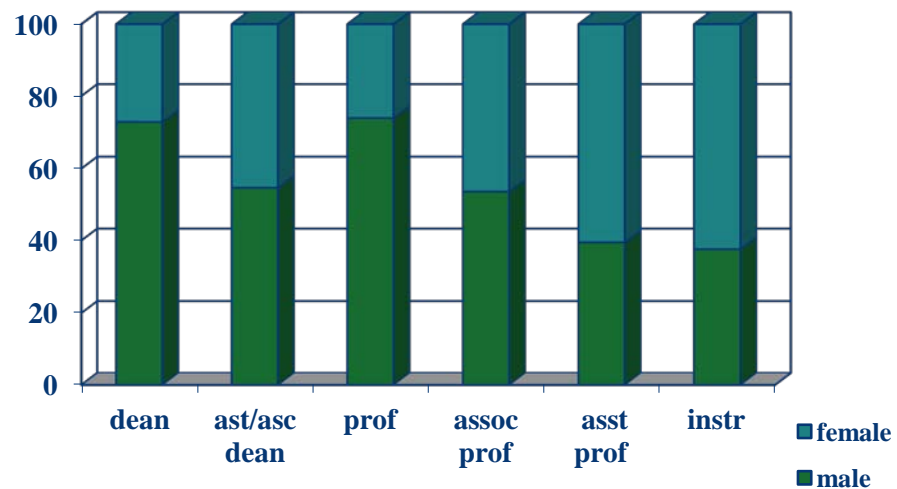
From: AACP. 2013-14 Profile of Pharmacy Faculty. Alexandria, VA, 2014.

Faculty Gender Diversity

1991-92 Full-time faculty



2013-14 Full-time faculty



From: AACP. 2013-14 Profile of Pharmacy Faculty. Alexandria, VA, 2014.

Three focus areas of faculty members

- Basic, translational, and clinical pharmaceutical scientists;
- Practice faculty;
- Social and administrative pharmacy faculty.

Question:

The highest number of pharmacy faculty members are:

- A. Basic, translational, and clinical pharmaceutical scientists,
- B. Practice faculty, or
- C. Social and administrative pharmacy faculty?

Discipline

2013-2014 Full-time faculty

• Pharmacy Practice	3010
• Pharmacology/Biological Sciences	900
• Medicinal Chemistry	574
• Pharmaceutics	572
• Social/Admin Sciences	419
• Libraries/Educ Resources	36
• Continuing Education	35
• Liberal Arts	23

What do they have in common?

- All teach student pharmacists.
- All engage in and publish scholarly work.
- All participate in service activities.
- All are experts in their fields.

Note: The proportion of teaching/research/service expectations varies with the mission of the school/college and the university.

How do they differ?

- Type and length of post-Pharm.D education and training (some faculty hold a Ph.D. degree).
- Practice, and patient care responsibilities and educating residents and fellows vs. graduate students.
- Focus and amount of research activity expected.
- Teaching: classroom vs. practice setting and professional vs. graduate programs

Why would **YOU** want to join academic pharmacy?

It is the *best job* in Pharmacy! Consider the following:

- You work in a college/school of pharmacy and educate the future generation of practitioners. You watch them from the time they enter the program to commencement four years later as competent professionals!
- If you are a clinical faculty member you have patient care responsibilities and you work with a to help people improve their health!
- You work with great people in both environments.

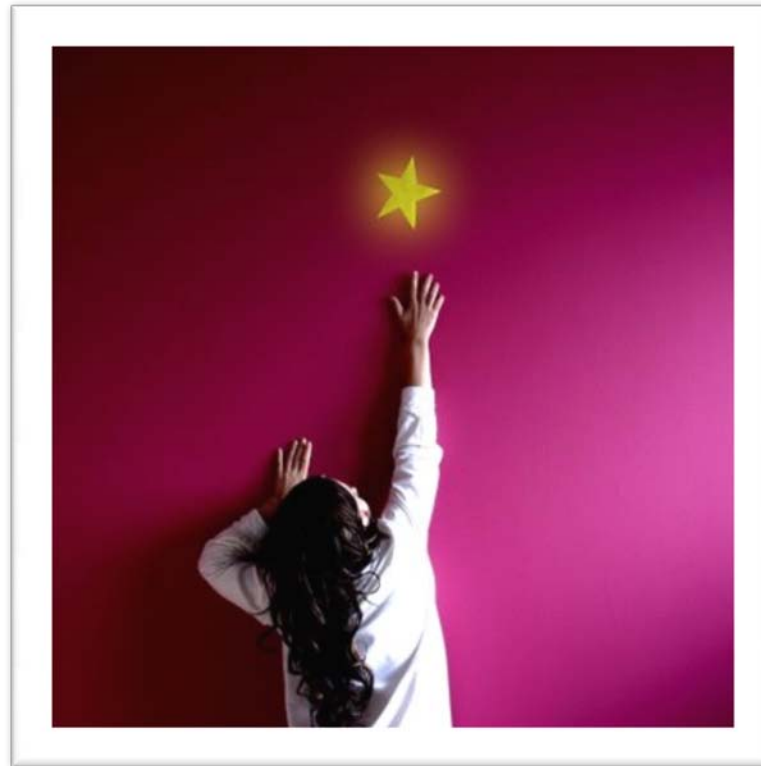
Attributes of a successful faculty member

- Passion for teaching and 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!

“Key Takeaways”

- You 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 and you can change your focus over time!
- “Academic freedom:” choose your interests and how you spend each day, within the mission of the institution and your defined position expectations.

My advice: Try it out by getting some teaching experience as a resident or preceptor; and then....



Reach for it!



Success Strategies for Faculty – Perspective of a Department Chair

Michael E. Burton, Pharm.D., Professor emeritus,
University of Oklahoma Health Sciences Center College of Pharmacy

December, 2014

Disclosure

Michael E. Burton, Pharm.D., reports no relevant financial relationships.

Background Information

- Chair, Department of Pharmacy: Clinical and Administrative Sciences, University of Oklahoma College of Pharmacy - February 1997 to June 2012
- Provided leadership/management during program expansion to two campuses.
- Initiated faculty development programs for all new faculty
- Campus/college has ≥ 19 different faculty development programs ranging from an orientation to master's degrees
- College was compliant with all ACPE accreditation standards in September, 2011 and received an 8 year accreditation.
- Campus has 7 health science disciplines on the same campus

Objectives

1. Describe two chair expectations for faculty candidates.
2. List residency requirements for a non-tenure track faculty position.
3. Describe the focus of the interview seminar.

Types of Faculty Positions

- **Adjunct** – non-paid or partial FTE funding - Example – clinician at a hospital or clinic who teaches a few lectures or precepts pharmacy students
- **Modified title** – has clinical in title – non-tenure track and may have special university requirements for continuation – Example – co-funded positions between two institutions (university and practice site)
- **Non-modified title** (e.g., Assistant Professor) – non-tenure track or tenure track based on university faculty appointment policies

Why Choose a Career as Faculty?

- Varied responsibilities with high autonomy
- Creativity valued
- Professional and personal development are continuous with career (**you constantly learn**)
- Highly rewarding career
- High quality of life
- Best job in the world!
- Do you have the right stuff?

***(True or False) Tenured faculty
have substantial job security?***

A True

B False



Faculty Expectations

- Funding expected to be generated**
- Research and scholarship requirements
- Teaching loads – didactic, laboratory, and experiential
- Committee participation
- Professional organization service and national prominence
- Outreach – presenting continuing education, volunteer activities, etc.
- Collegiality
- **Define Character – Audience Participation

What is the Right Stuff?

- What do chairs want in a candidate?
 - Character **
 - Curiosity
 - Strong work ethic
 - Positive attitude
 - Good communications skills
 - Publications and research experience
 - A strong desire to teach with established teaching skills from residency training

What is the Right Stuff? (continued)

- What do chairs want in a candidate?
 - Clinical expertise
 - Effective as a team member
 - Collegiality
 - Problem solvers who seek help when needed
 - Stability
 - Long-term focus
 - Balance in life
 - Flexibility

Scholarship and Research Expectations

- **Non-tenure track** qualifications:
 1. PGY1 and PGY2 Residencies
 2. Publish PGY1 project
 3. Publish review article or case report
 4. PGY2 project organized to write for submission
 5. Tentative ideas about research interests and the resources needed

***Non-tenure track faculty are on a
yearly contract?***

- A** True
- B** False
- C** Maybe



Scholarship and Research Expectations

Tenure track qualifications:

1. PGY1 residency (PGY2 Residency helpful)
2. 2-3 year post-doctoral fellowship
3. Master's degree with a research focus
4. PGY1 Project published and 3 or more papers published from fellowship
5. Tenure track responsibilities heavily focused on research with about 50-75% of time
6. Have a proposed grant ready to submit to a national funding source in preparation for an NIH K development award

Teaching Qualifications

- Seek an ASHP accredited residency with a defined teaching skills program
 - Have a teaching philosophy
 - Background and experience in various types of teaching
 - active didactic
 - experiential
 - Assessment methods
 - writing and measuring performance based on course objectives
 - Mentorship by teaching expert
- Residents completing a rigorous teaching skills program are 2 to 3 years ahead in teaching skills and ability (see Romanelli, et al)

Clinical Service Qualifications

- ASHP accredited PGY1 pharmacy practice residency
- ASHP accredited PGY2 specialty practice residency
- Board certification (either eligible or already certified)
- Service development experience * if developing a new practice site
- Flexibility in balancing practice, research, and teaching

Collegiality

- One of the most consistent internal issues for promotion
- All faculty want an approachable colleague that they can trust and respect, and with whom they want to interact on a regular basis
- Requires a level of character and values that demonstrate respect for self and others
- It's about TEAMWORK and RELATIONSHIPS

The Process of Finding and Hiring - Searching

- Funding and budget justification
- Compliance with university hiring and search policies
- Advertise and recruit the position – ASHP, ACCP, AACCP
- Candidates submit a letter of intent, curriculum vitae, summary of research interests, and references

The Process of Finding and Hiring – Interviewing and Hiring

- Search committee reviews applications and recommends the top 3 candidates for interview
- On-site interview including seminar (**focus on research**)
- All interviews complete, search committee recommends acceptable candidate(s) to chair and dean for their selection for appointment
- Negotiations with the candidate(s) begin with a signed offer and end with a contract

(True or False) The faculty interview seminar should be focused on clinical practice?

A True

B False



Questions to Ask the Chair/Other Faculty

- Focus on the job responsibilities
- What is the breakdown of expectations and responsibilities: research and scholarship, teaching, clinical service, and college/professional service?
- Is there an established practice at the site?
How many faculty work in this practice area?
- What are the funding sources for the position?

Questions to Ask the Chair/Other Faculty (continued)

- What does the college/university offer for faculty development? **
- How many faculty have been promoted and/or resigned in the last 3 years? If faculty leave, what jobs do they take?
- Observe faculty collegiality
- Ask potential colleagues if they like working for the University of _____?
- Is the community someplace that you would enjoy living? **

Questions ** CAUTION!!

- Know the position prior to an interview.
 - What salary/professional development funds do you offer?
 - How much vacation time do I get?
 - Where is the hot part of town?

Why? Most of the financial/benefit issues are standard. If your research requires a laboratory is space and additional funding available? **

See the AACP Annual Faculty Salary Survey online at www.aacp.org

More Tips

- Do your homework about the college, faculty, and community prior to an application and especially before an interview.
- Dress appropriately and conservatively
- **Do not** be critical of the community (remember the faculty and chair live there)
- Do not be negative about where you trained and other practice settings
- If alcohol is served with a dinner, limit yourself to one drink
- Remember to eat, hydrate, and get proper rest

Final Advice

- “Begin with the end in mind” (Covey – Seven Habits of Highly Effective People)
- Think of yourself as what you want to be – first – a scientist, second – a teacher, third – a clinician
- You need to communicate clearly what you plan to contribute to the department, college, university
- Never commit to a job that cannot support your teaching, research and scholarship and clinical service – in other words, become an expert
- Consider how you fit with the college, faculty, and community
- Have an open mind ... you might be surprised

Key Takeaways

- **Key Takeaway #1 – Know what YOU want from a faculty position prior to application.**
- **Key Takeaway #2 – Be well informed about each college or school that you are offered an interview**
- **Key Takeaway #3 – Be prepared and demonstrate collegiality.**

Some Resources

- **Making the right moves: A practical guide to scientific management for postdocs and new faculty.**
<http://www.hhmi.org/labmanagement>
- *Guglielmo BJ, Edwards DJ, Franks AS, et al. A critical appraisal of and recommendations for faculty development. Am J Pharm Educ 2011; 75(6) Article 122*
- *Zlatic TD. Clinical faculty survival guide. The American College of Clinical Pharmacy, 2010.*
- *Covey SR. The Seven Habits of Highly Effective People. Simon and Schuster, 1989.*
- *Romanelli F, Smith KM, Brandt BF. Teaching residents how to teach: A scholarship of teaching and learning program (STLC) for pharmacy residents. Am J Pharm Educ 2005; 69(2) Article 20*

Some Resources - Continued

- Draugalis JR, DiPiro JT, Zeolla MM, Schwinghammer TL. A career in academic pharmacy: Opportunities, challenges, and rewards. Am J Pharm Ed 2006; 70(1): Article 17: 1-15.



A Moment in Time: Balancing Patient Care, Teaching, and Scholarship

Michelle L. Hilaire, PharmD, CDE, BCPS

Clinical Associate Professor

University of Wyoming School of Pharmacy

Fort Collins Family Medicine Residency Program

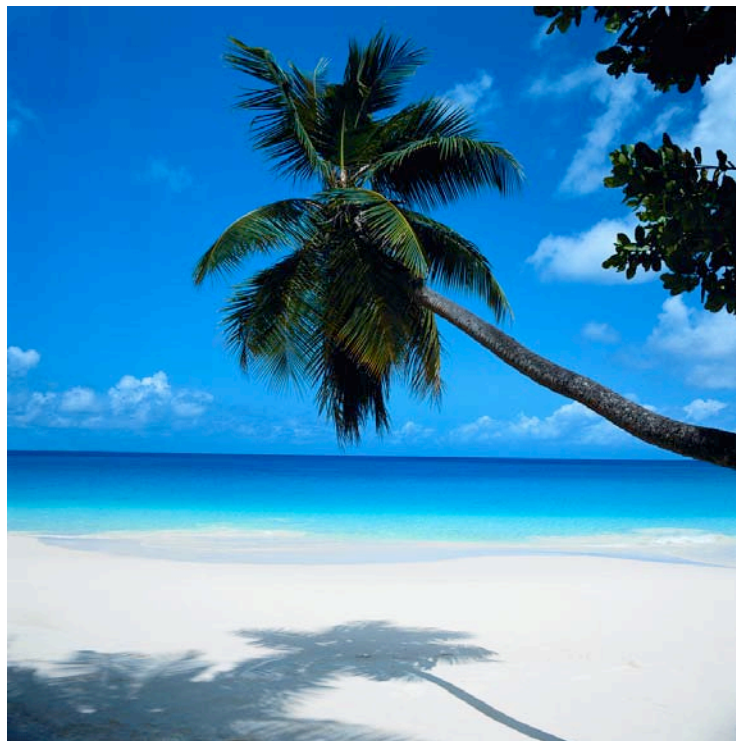
Disclosure

Michelle L. Hilaire reports no relevant financial relationships

Objectives

- 1. Identify potential benefits and challenges associated with a career in academia.
- 2. Describe ways to successfully meet obligations to both a school of pharmacy and a practice site.
- 3. Share strategies to enhance one's professional career in an academic setting.

**What is the complete practice of a
faculty member?**



Dreaming of a Successful Academic Career

- Why do you want to do this?
 - Creativity, variety and flexibility
 - Sharing your passion
 - Mentorship and making a difference
 - Students
 - Patients
 - Practitioners
 - Colleagues

A Day at the Beach

- The “Perfect Job Description” is like building your dream vacation
 - Sun-Teaching
 - Sand-Pharmacy Practice
 - Surf-Scholarship
 - Shells-Service
- All individual pieces that when carefully combined can lead to happiness and fulfillment

Teaching

- Show of hands-How many have teaching experience?
 - Who prefers small group teaching?
 - Who prefers classroom lecturing?
 - Who prefers teaching on rotation?
- Think about what types of teaching you enjoy when looking at your job description

Teaching

- Currently mine is 50%
- Didactic
 - Team Teaching and Coordination
 - Therapeutics Series
 - Pathophysiology
 - Non-Team Taught Coursework
 - Physical Assessment & Lab
 - Invited Lectures
 - Pharmacy Practice Lab
 - Elective Courses

Teaching

- Experiential (APPEs)
 - Ambulatory Care Rotation
 - Academic Elective Rotation
 - Pre-Residency Elective Rotation

Pharmacy Practice

- Currently mine is 30%
 - Geriatric Clinic
 - Pain Clinic
 - Diabetes Clinic
 - Anticoagulation Management
 - Nursing Home/Assisted Living Rounds
 - Transitions of Care
- Residency Preceptor
 - ½ day per week longitudinal plus a 4 week Ambulatory Care block

Lesson Learned

- Though I love all the clinics that I provide at my practice site, I sometimes feel I have less flexibility in my schedule due to booking clinics
- However, I feel that these clinics are great learning experiences for students

Combining Pharmacy Practice and Scholarship

- How many of you think you're doing something unique in your practices?
- You need to be able to relate your practice into your scholarly activity

Scholarship

- Currently mine is 10%
- Posters
- Presentations
- Publications
 - Review Articles
 - Original Research
- Grants
- Funding expectations are becoming the norm not the exception in clinical pharmacy

Scholarship

- Need to find out what is “normal” for your school and university
- However, when you go up for promotion, you will be judged against a standard for the profession from outside reviewers
- It is best to be ahead of the curve
- Don't strive for mediocrity

Service

- Currently mine is 5%
- Committee Service
 - School/College of Pharmacy
 - Join committees to learn about the school
 - Eventually moving on to chairing committees and job searches
 - College of Health Sciences
 - Learn about other disciplines in health care
 - Professional Organizations
 - Learn about trends in practice and to NETWORK
 - College/University
 - There is more going on than just “Pharmacy”

Service Continued

- Community Service
 - ASPEN Club Medication Reviews and Topic Discussions
 - 9 News Health Fairs
 - Operation Diabetes
 - Student Health Fairs
 - Immunization Clinics

Service Continued

- Clinical Service
 - Medical residents on geriatric, pharmacotherapy and diabetes electives
 - Nursing Education
 - Maintain the Prescription Drug Database
 - Patient Centered Medical Home Committee
 - Professionalism Committee
 - Technically nothing on this slide is considered during my Tenure & Promotion reviews

Lesson Learned

- Service was the smallest part of my job description, but I put so much effort into this area
- **Looking Back**-I wish I would have spent less time on service. However, I was so eager to get involved but it is harder to back off of these responsibilities as I got busier with other areas of my job description

Advising

- Currently mine is 5%
 - 20 students
 - Clinical advising vs Academic advising

Navigating your future

- What do you do when asked to take an increase in teaching load? More students on rotations? Being a preceptor in a residency?
- You will be thinking
 - How will this affect me?
 - Will I get promoted?
 - Will I be seen as a “TEAM PLAYER”?

Team Player

- What does it mean to you to be a Team Player?

Learning to Negotiate

- Learn what to say “Yes” to and when to say “No”
- Is this something that you foresee as beneficial to your future?
- You need to sit down with your Department Chair and have an open discussion about your activities. They really are there to help you succeed.

Balance

- Balancing Your Career is Key
 - How many people in this room can identify at least one mentor?

Balance

- Finding the Perfect Spot for Balancing Your Career Continued
 - Be a Team Player
 - Don't over commit-Learn that "NO" is an acceptable word
 - Quality Balanced Practice Site
 - For Yourself
 - For Students

Balance

- Finding the Perfect Spot for Balancing Your Career Continued
 - Maximize Efficiency
 - Use your time wisely
 - Evaluate your goals at least every 3 months
 - Networking
 - Get involved with state and national organizations
 - Volunteer for committees
 - Look for leadership opportunities

Balance

- Finding the Perfect Spot for Balancing Your Career Continued
 - Get Scholarly Work Started Early
 - Evaluate Yourself
 - Teaching evaluations
 - Ask for constructive feedback from colleagues, practice sites and administrators
 - Be willing to accept criticism

Professional Balance



Over the years, you will allocate different amounts of time to these categories

Your Dream Vacation

- You're planning the ultimate trip
- It's up to you to decide what items are most valuable

Key Takeaways

- Key Takeaway #1
 - Example: Preventing U-500 insulin medication errors requires the layering of a multitude of mitigation strategies to gain maximum effect.
- Key Takeaway #2
 - Example: All stakeholders need to engage in the program's definition and execution to ensure alignment with the intent and achievement of "meaningful use".
- Key Takeaway #3
 - Example: Tool, template, checklist, reference, etc.

Questions for the Panel?

AACP APPE

- AACP offers an experiential program in the area of national education association management to graduate students, professional (doctoral) students and residents
- Elective, 4-6 weeks in duration
- Available throughout the year
- www.aacp.org/pharmacycareers ➤ current students

AACP Wal-Mart Scholars Program

- Provides \$1,000 scholarships to student-faculty pairs from AACP member institutions to attend the AACP Annual Meeting and the AACP Teachers Seminar
- Graduate students, professional (doctoral) students, residents, and fellows along with their faculty mentors, are eligible to apply
- Great opportunity to prepare for an academic career

Walmart 

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