Stepping Into Academia—Finding the Right Fit

Sunday, December 4, 2016
10:30 AM to 12:00 PM
ACPE # 0204-0000-16-323-L04P
Presenters:
Michelle L. Hilaire, Pharm.D.
Joseph T. DiPiro, Pharm.D.
Alan J. Zillich, Pharm.D.
Joel C. Marrs, Pharm.D.
Jennifer L. Adams, Pharm.D., Ed.D.
Learning Objectives

- Identify trends in pharmacy education that are shaping the workforce of the pharmacy profession
- Outline the potential benefits, opportunities, and challenges associated with a career in academia
- Propose strategies to enhance one’s professional career in an academic setting
- Discuss strategies to enhance one’s professional career in an academic setting
Polling Question-Which of the following best describes you?

A. Professional Student
B. Resident, Fellow, Graduate Student
C. Pharmacist
D. Faculty Member
Polling Question: The highest percentage of college/school of pharmacy faculty members are in:

- A. Non-tenure track positions
- B. Tenure-track positions (non-tenured)
- C. Tenured positions
- D. Institutions that do not grant tenure
Polling Question: Pharmacy practice faculty are expected to perform scholarship/research as well as teaching, patient care, and other service.

A TRUE

B FALSE
Trends in Pharmacy Education: Considerations for New Faculty Members

Joseph T. DiPiro, Pharm.D.

AACP President

Dean and Professor
School of Pharmacy
Virginia Commonwealth University
Disclosures

- AACP President and Board of Directors
- Royalties: McGraw-Hill, ASHP, University of Georgia
Learning Objectives

- Identify trends in pharmacy education that are shaping the workforce of the pharmacy profession
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Opportunities in an Academic Career

- Challenge
- Growth
- Influence
- Discovery
- Creative expression
Words to Describe Yourself

Teacher
Scientist / researcher / investigator
Mentor / advisor
Writer / author / editor
Pharmacist
Leader
Administrator
Characteristics of the Pharmacy Education Enterprise

- Approximately 139 schools/colleges (some in preliminary stages of accreditation).
- Many existing schools are expanding class sizes or developing satellite campuses.
- Much interest in progressive teaching methods.
  - Scholarship of teaching and learning
- Distributed education is commonplace
Diversity of Colleges and Schools Pharmacy

- ~40% are part of Academic Health Centers.
  - Some colleges have academic health centers at a distant campus
- Osteopathic medical schools
- Large comprehensive universities.
- Small, private universities
- Stand alone colleges of pharmacy
Diversity of Colleges and Schools Pharmacy

- Public (state funded) and private.
- Urban and rural and in-between.
- PharmD program structure:
  - 4 year PharmD
  - 6/7 year PharmD starting from high school
  - 3 year accelerated year-round programs
- Research-intensive vs teaching-intensive.
- Class sizes range from 45 to 345.
- Special mission: Historically Black Colleges/Universities (HBCUs) and those with religious affiliation.
Academics as a Career

- Long hours
- Modest initial pay scale
- School politics
- Rigid bureaucracy
- “Job for life”
- Travel to practice sites
- Focus on grants, publications
- Flexible time
- Job security, benefits
- Colleagues
- Receptive to new ideas
- Respects seniority
- Travel to meetings
- Values creativity
- Sabbatical
International Colleagues
Factors Important in an Academic Career

- Support from your supervisors and employer
- Colleagues
- Opportunities to grow professionally
- Flexibility and adaptability to changing interests and life situations
Financial Opportunities in Academics

- Consulting to industry
- Speaking at meetings
- Continuing education
- Writing
- Expert witness
- Products and patents
Tenure Status

- 14% Tenured
- 31% Tenure track
- 36% Nontenure track
- 19% Nontenure Institution

Attributes of a successful faculty member

- Passion for teaching.
- Self-motivated in research or scholarship.
- Good communication and interpersonal skills.
- Strong work ethic and ability to multi-task and have life balance.
- Commitment to life-long learning
Attributes that can Promote Career Success in Academia

- Developing writing and research skills
  - Statistics, laboratory methods
- Interest in building networks
  - Learning about academic politics
- Learning how to get resources
Stepping Into Academia—Finding the Right Fit

Alan J. Zillich, Pharm.D., FCCP
William S. Bucke Professor and Head
Department of Pharmacy Practice
Purdue University College of Pharmacy
Disclosures

- Alan Zillich reports no relevant financial relationships
Learning Objectives

- Explain the potential benefits, opportunities, and challenges associated with a career in academia
- Explain the requirements for promotion and tenure that are relevant for clinician educators
- Discuss strategies to enhance one’s professional career in an academic setting
Benefits

- Inspiring
- Leader
- Learner
- Challenging
- Flexibility
<table>
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<th>Job Title/Description</th>
<th>Date Posted</th>
<th>Employer/Location</th>
</tr>
</thead>
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<tr>
<td><strong>Dean, School of Health Sciences</strong></td>
<td>09/01/16</td>
<td>Elon University, Elon, NC, USA, NC</td>
</tr>
<tr>
<td><strong>Assistant Clinical Professor, Pharmaceutical Sciences</strong></td>
<td>08/26/16</td>
<td>University of New England, Portland, ME</td>
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<tr>
<td><strong>Assistant / Associate / Professor</strong></td>
<td>09/02/15</td>
<td>Auburn University, Auburn, AL</td>
</tr>
<tr>
<td><strong>Faculty Position, Assistant / Associate / Full Professor of Pharmacology</strong></td>
<td>09/02/15</td>
<td>Marshall B. Ketchum University, Fullerton, CA</td>
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<td><strong>Assistant, Associate, or Full Professor: Pharmacy Practice; Amulatory Care</strong></td>
<td>09/02/15</td>
<td>University of Maryland Eastern Shore, Princess Anne, MD</td>
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<td><strong>Faculty Position</strong></td>
<td>09/08/15</td>
<td>University of Tennessee, Nashville, TN</td>
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<tr>
<td><strong>Associate/Full Professor, Department of Clinical Pharmacy University of Tennessee College of Pharmacy – Nashville, Tennessee</strong></td>
<td>09/08/15</td>
<td>The University of Tennessee Health Science Center Col...</td>
</tr>
</tbody>
</table>
Faculty Ranks and Titles

- Lecturer
- Instructor
- (Clinical) Assistant Professor

- Associate Professor
- Professor

Promoted ranks
"With or without tenure"

- Department Chair/Head
- Assistant Dean, Associate Dean, Dean (CEO)
- “Adjunct/Affiliate” prefix (volunteer, preceptor)
Types of Faculty Members

- Pharmaceutical sciences:
  - Basic
  - Translational
  - Clinical
- Social and administrative pharmacy
- Pharmacy practice
Faculty Pillars

- TEACHING!!
- Engaging in scholarly work or research
- Presenting and publishing their work
- Participating in service activities (Clinical)
# Hypothetical Distribution of Effort

<table>
<thead>
<tr>
<th></th>
<th>Tenure Track</th>
<th>Non-tenure Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teaching</td>
<td>40%</td>
<td>15%</td>
</tr>
<tr>
<td>Clinical teaching</td>
<td>0%</td>
<td>30%</td>
</tr>
<tr>
<td>Patient care practice</td>
<td>0%</td>
<td>35%</td>
</tr>
<tr>
<td>Other service</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Research &amp; scholarship</td>
<td>50%</td>
<td>10%</td>
</tr>
</tbody>
</table>
How Do I Get a Job in Academia?

- Pharm.D. and/or Ph.D.
- Residency (PGY1, PGY2) and/or practice experience
- Fellowship and/or Post-Doc
- **Passion for teaching**
- Evidence and potential for scholarship
- Strong communication and organizational skills
How to Get Promoted

✓ Read and understand your appointment letter
✓ Volunteer to serve on your School/Department promotion committee
✓ Develop an understanding with your department chair
✓ Make sure performance is evaluated in writing at least annually
✓ Seek and use an appropriate senior faculty mentor(s)
✓ Review promotion dossiers of previously-promoted faculty
✓ Know the School/Department promotion requirements
✓ Develop a long term plan (goals) and stick to it
✓ Think: “What am I doing today that will help me get promoted?”
# Promotion Requirements

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong></td>
<td></td>
</tr>
<tr>
<td>Classroom (coordinator, teacher)</td>
<td>Syllabi, slides, exams, peer/student evaluations</td>
</tr>
<tr>
<td>Experiential (APPE, IPPE)</td>
<td>Rotation syllabus, peer/student evaluations</td>
</tr>
<tr>
<td>Non-credit (CPE, seminars)</td>
<td>Handouts, participant numbers &amp; evaluations</td>
</tr>
<tr>
<td><strong>Service</strong></td>
<td></td>
</tr>
<tr>
<td>Patient care</td>
<td>Services provided, practice innovations, patient outcomes, compensation received, letters of support</td>
</tr>
<tr>
<td>School, University, HC institution</td>
<td>Advising; Committees &amp; projects– output counts!</td>
</tr>
<tr>
<td>Professional Public</td>
<td>Organization committees, editorial boards, reviewer</td>
</tr>
<tr>
<td></td>
<td>Outreach efforts related to your position</td>
</tr>
<tr>
<td><strong>Research/Scholarship</strong></td>
<td></td>
</tr>
<tr>
<td>Peer-reviewed publications</td>
<td>Original research, reviews, case reports, etc.</td>
</tr>
<tr>
<td>Professional/scientific presentations</td>
<td>Poster, platform, abstracts</td>
</tr>
<tr>
<td><strong>Intangibles</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collegiality, trustworthiness, Willingness to pitch in</td>
</tr>
</tbody>
</table>
Challenges of Being a Clinical Faculty Member

- Balancing teaching, research, and practice/service
- Meeting expectations of both school and practice site
- Obtaining necessary research training and experience
- Avoiding overextension beyond assigned responsibilities
Tips for Success

- Define your expectations
- Know your boss
- Realize what is expected of you
- Understand how you are evaluated
- Document your achievements
- Seek feedback
- Take advantage of development opportunities
- Know the promotion process
- Find (and use) a willing mentor
- Achieve balance and avoid burnout
- Learn when to say “yes” and when to say “no”
Balancing Teaching, Service and Scholarship: Tips from a Clinician-Educator

Joel Marrs, Pharm.D., FASHP, FCCP, FNLA
Associate Professor, Department of Clinical Pharmacy
University of Colorado Anschutz Medical Campus
Learning Objectives

- Identify trends in pharmacy education that are shaping the workforce of the pharmacy profession
- Explain the potential benefits, opportunities and challenges associated with a career in academia
- Explain the requirements for promotion and tenure that are relevant for clinician educators
- Discuss strategies to enhance one’s professional career in an academic setting
Disclosures

- Joel C. Marrs reports no relevant financial relationships
Polling Question

Lets say you are finishing up your postgraduate training and are looking for a faculty position. Which of the following breakdown of teaching, service, and scholarship is your ideal faculty position?

A. Teaching 20%; Service 10%; Research 70%
B. Teaching 40%; Service 15%; Research 45%
C. Teaching 60%; Service 15%; Research 25%
D. Teaching 80%; Service 10%; Research 10%
You have just accepted your first faculty position and you have 10% research time. What do you feel should be the expectation of this percent effort?

A. Presenting at least 1 research poster each year
B. Publishing at least 1 manuscript each year
C. Publishing at least 1 research manuscripts each year
D. Obtaining 1 external research grant each year
Types of Faculty Distributions

**Tenure Track***
- Teaching/Practice – 20%
- Research/Scholarship – 65%
- Service – 15%

**Nontenure Track***
- Teaching/Practice – 65%
- Research/Scholarship – 20%
- Service – 15%

*Hypothetical examples of distribution of effort (DOE)
What is Balance?

A state in which different things occur in equal or proper amounts or have an equal or proper amount of importance

http://www.merriam-webster.com/dictionary/balance
Let’s Look at this with a SMART Approach

- Specific
- Measurable
- Achievable
- Realistic
- Time-bound
Specific

- **Teaching**
  - Identify the expectations of school/college
    - What % effort, course coordination, lecture hours?
  - Does clinical teaching count the same as classroom teaching?
    - Number of learners per year (IPPE, APPE, residents)?

- **Service**
  - Identify the expectations of school/college + clinical practice
  - Does clinical service fit hear or in teaching or both?
    - Will depend on the school

- **Scholarship**
  - Identify the expectations of school/college
    - Annually and in the promotion cycle
  - Familiarize yourself with the P&T guidelines/process
Measurable

- **Teaching**
  - **What metrics can you track?**
    - Hours teaching, facilitating, student evaluations, awards
  - Does clinical teaching fit here or in service?
    - Number of trainees (e.g., IPPEs, APPEs, residents)

- **Service**
  - **What metrics can you track?**
    - School committee involvement (school vs university)
    - Professional service committee involvement (state vs national)
  - Does school and professional service fit here?

- **Scholarship**
  - **What metrics can you track?**
    - Publications, abstracts, presentations, grants
  - What are the school’s expectations?
    - What do the P&T guidelines state, dept chair expectations
Achievable

- **Teaching**
  - Identify the expectations of *school/college + yourself*
    - Variable depending on classroom vs clinical teaching
  - Does this vary annually or with promotion cycles?
    - Number of learners per year (IPPE, APPE, residents)?
- **Service**
  - Identify the expectations of *school/college + clinical practice + yourself*
  - Is board certification expected?
  - Do you have a passion for a specific service area/organization?
    - Can you overcommit in this area (*minimum vs optimal vs too much*)?
- **Scholarship**
  - Identify the expectations of *school/college + yourself*
    - Annually and in the promotion cycle
  - What counts for scholarship?
Realistic

- **Teaching**
  - Expectations of school/college + yourself
    - Variable depending on type of school
    - Variable depending on years on faculty
  - What is the right balance between clinical and classroom teaching

- **Service**
  - Expectations of school/college + clinical practice + yourself
  - What is the right balance of state vs national service? What is too much?

- **Scholarship**
  - Expectations of school/college + yourself
    - Do you have your own goals for abstracts, publications, etc?
  - What counts for scholarship?
  - Have you thought about scholarship of teaching and learning?
Time-Bound

- **Teaching**
  - Expectations of school/college + yourself
    - Lecture hours per year? Facilitation hours per year?
    - Number of IPPEs/APPEs per year?
  - What is the expectation at promotion time?

- **Service**
  - Expectations of school/college + clinical practice + yourself
    - How many weeks on clinical service per year?
    - How many committees per year?
  - Is there a different timeline early vs later in career?

- **Scholarship**
  - Expectations of school/college + yourself
    - Publications per year? Per promotion cycle?
Let’s take a look back on my journey and see whether it was a balanced approach...
My teaching over the last 10 years

Teaching in the Classroom*

- OSU/OHSU College of Pharmacy
  - Didactic Hours
  - Facilitation Hours

- CU School of Pharmacy
  - Course director for 1-2 courses per year

*Assessment hours not listed
My teaching over the last 10 years

Clinical Teaching

OSU/OHSU College of Pharmacy

CU School of Pharmacy

Number of Learners


APPEs

PGY1/PGY2

30% 30% 30% 20% 25% 25% 25% 25% 20% 25%
My professional service over the last 10 years

Professional Service

Number

15% 15% 15% 15% 10% 10% 10% 20% 15%


OSU/OHSU College of Pharmacy

CU School of Pharmacy

School Committees
State Society Committees
National Society Committees
Faculty Advisor

State Leadership
National Leadership
Faculty Advisor

15%
15%
15%
15%
15%
15%
10%
10%
10%
20%
15%

Clinical Meeting & Exhibition
My clinical service over the last 10 years

Clinical Service

- **Inpatient Service**
- **Outpatient Service**

- *On service for 6 weeks on then 6 weeks off (Off weeks covered by another faculty)*
- **On service for 1 week on then 1 weeks off (Off weeks covered by another faculty)***

*OSU/OHSU College of Pharmacy*  
*CU School of Pharmacy*
My scholarship over the last 10 years

Scholarship

OSU/OHSU College of Pharmacy

CU School of Pharmacy
The Training Plan (Faculty Position Marathon)

<table>
<thead>
<tr>
<th>Year</th>
<th>Teaching</th>
<th>Professional Service</th>
<th>Clinical Service</th>
<th>Scholarship</th>
<th>Annual Performance</th>
<th>Changes to plan?</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Meeting Expectations</td>
<td>Below Expectations</td>
<td>Exceeding expectations</td>
<td>Below Expectations</td>
<td>Solid 1st year</td>
<td>SMART approach?</td>
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<tr>
<td>Year 2</td>
<td>Meeting Expectations</td>
<td>Below Expectations</td>
<td>Exceeding expectations</td>
<td>Meeting Expectations</td>
<td>Great 2nd year</td>
<td>How to increase professional service?</td>
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<tr>
<td>Year 3</td>
<td>Meeting Expectations</td>
<td>Meeting Expectations</td>
<td>Exceeding expectations</td>
<td>Below Expectations</td>
<td>Midpoint</td>
<td>How to increase scholarship?</td>
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<td>Year 4</td>
<td>Exceeding expectations</td>
<td>Meeting Expectations</td>
<td>Meeting Expectations</td>
<td>Meeting Expectations</td>
<td>Best year yet</td>
<td>How do I maintain this progress?</td>
</tr>
<tr>
<td>Year 5</td>
<td>Exceeding expectations</td>
<td>Meeting Expectations</td>
<td>Meeting Expectations</td>
<td>Below Expectations</td>
<td>What is the right balance?</td>
<td></td>
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<tr>
<td>Year 6</td>
<td>Below Expectations</td>
<td>Exceeding expectations</td>
<td>Meeting Expectations</td>
<td>Exceeding expectations</td>
<td>Improved in some areas and dropped in others</td>
<td>SMART approach?</td>
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<tr>
<td>Year 7</td>
<td>Meeting Expectations</td>
<td>Meeting Expectations</td>
<td>Exceeding expectations</td>
<td>Meeting Expectations</td>
<td></td>
<td>Promotion</td>
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</table>

Reaching the finish line in academia takes structured marathon like planning, but acknowledging there may be a few sprints along the way!
Lessons Learned

- **Collaboration**
  - Develop collaborators early that align with your interests
  - Maintain collaborators within and outside your institution

- **Mentorship**
  - Identify and maintain mentors throughout your career
  - A mentor can be for a specific focus area and may not mentor you on all aspects of your faculty position
  - Mentor-mentee relationship requires two way communication

- **Scholarship**
  - Numerous forms of scholarship
  - Identify your focused area(s) and expectations from your school
  - Area of focus may change over time
Key Takeaways

- **Key Takeaway #1**
  - Careers in Academia promote lifelong learning and allow faculty members to shape the profession of pharmacy
- **Key Takeaway #2**
  - Finding the right balance of teaching, patient care, service, and scholarship takes an individualized approach
- **Key Takeaway #3**
  - Planning your academic career with the SMART approach can lead to a well balanced and successful career
    - Identify the **Specifics**
    - Identify what to **Measure**
    - Determining a plan that is **Achievable**
    - Being **Realistic**
    - Approaching a plan in a **Time-bound** fashion
Opportunities for a Career in Academia from AACP

Jennifer L. Adams, Pharm.D., Ed.D.

Senior Advisor, Student Affairs
American Association of Colleges of Pharmacy
Academic APPE

- Current students: consider pursuing an academic Advanced Pharmacy Practice Experience (APPE) elective
- Residents: pursue teaching opportunities and/or teaching certificates within residency programs
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
Thank you. Have a great Midyear Meeting