BACKGROUND

• According to the American Association of Colleges of Pharmacy, recruitment and retention of qualified faculty members is a key challenge for schools and colleges of pharmacy today.¹
• PHRM 572, Academic Pharmacy, is offered at the Jefferson College of Pharmacy as an elective course.
• This course introduces the student to the three components of academic pharmacy: teaching, service, and scholarship.
• Components of the course include:
  - Developing a teaching philosophy
  - Creating a classroom experience
  - Participating in peer evaluation of teaching
  - Reflecting on personal learning styles and strengths relative to academia
• Prior research assessing both student interest in careers in academia and a student’s likelihood of pursuing a career in academic pharmacy using assessments or reflections at the completion of academic pharmacy courses includes:
  - Baia P, Strang A.²
    - 56.3% of students commented on their desire to teach in post-course reflection papers. Of these, two groups emerged: students who always had a passion to teach and those who did not know that this was an option.
  - Spooner JJ, Kennedy DR.³
    - In post-course reflections, almost 70% of students responded that they were either likely or very likely to pursue a career in academic pharmacy.

OBJECTIVE

To determine the impact of an academic pharmacy elective on student interest in pursuing academic careers.

METHODS

• Student interest in careers in academia was measured using a 7-item paper survey that was administered on the first and last days of class in PHRM 572, Academic Pharmacy during the Spring 2014, 2015, and 2016 semesters.
• Pre- and post-course quantitative survey data was compared to determine the impact of course attendance on interest in academia and qualitative data was assessed.
• A paired t-test (right tailed) was applied to analyze survey data from item #3 to assess for an increase in related interest subsequent to course participation.
• ANOVA was utilized to assess annual survey data, with the year which the survey was conducted as a between-subjects factor.

RESULTS

• Survey responses from a total of 55 students were evaluated (2014: n = 16; 2015: n = 19; 2016: n = 20) (Responses from 7 students were not included due to incomplete or ambiguous data).

On a scale from 1-10, how likely are you to pursue a career in academia? (1 = I have not given it any thought to 10 = I have given it lots of thought and it is high on my list of career options)

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<tr>
<th>Year 2014</th>
<th>Year 2015</th>
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<tbody>
<tr>
<td>Pre-course</td>
<td>Post-course</td>
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<td>Mean</td>
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*statistically significant increase (p = 0.015)

• There was a significant increase in the scores measuring an individual’s interest in pursuing an academic career path for the combined years 2014-2016. Pre-course mean = 5.85; Post-course mean = 6.55; p = 0.013
• After course completion, 76.3% of students maintained or increased their interest in pursuing a career in academia (21.8% maintained and 54.5% increased).
• Based on the repeated measures ANOVA, there was a significant effect of course attendance on the scores measuring an individual’s interest in pursuing an academic career path (p = 0.029)
• The most commonly identified reasons to pursue a career in academia included love for teaching (n = 23, pre-course; n = 24, post-course) and altruism (n = 19, pre-course; n = 27, post-course).

IMPLICATIONS

• There is a significant increase in student interest in pursuing a career in academia from the beginning to the conclusion of an elective focusing on academic pharmacy careers.
• The increased interest in pursuing a career in academia can be coupled with an individual’s engagement (as measured through attendance) in the academic pharmacy elective course.
• In order to cultivate the next generation of pharmacy educators, it appears key to provide students with opportunities to learn more about academia as a career option.
• It is important to understand the motivations and perceived barriers towards pursuing a career in academia, in order to further cultivate the interest.
• Limitation: a lack of information on the degree to which participants may want to pursue involvement in academia. Post-graduation career choices were not captured.

REFERENCES