

BACKGROUND

- Excellence in teaching in pharmacy education is recognized annually by the American Association of Colleges of Pharmacy (AACP).
 - Teachers of the Year are recognized at a luncheon during the annual meeting.
- Each institution individually determines both the process for recognition and the number of teachers recognized.
- Currently, there is no original research describing the process for determining Teacher of the Year at schools and colleges of pharmacy.

OBJECTIVE

- To describe various practices for recognizing excellence in didactic and/or experiential teaching at schools and colleges of pharmacy nationwide.

METHODS

- An anonymous, voluntary survey was distributed electronically using Qualtrics to pharmacy school administrators from each accredited institution.
 - Recipients were identified from a survey of college of pharmacy websites.
- The survey was open from 1/8-1/31/18 and included 13 questions surveying demographics information, and general logistics for teaching recognition.
- This study was approved by the Institutional Review Board (IRB) at the Presbyterian College School of Pharmacy.

RESULTS

Table 1. Background Information

Geographic Region	N (%)
Northeast	7 (18.92)
Southeast	13 (35.14)
Midwest	8 (21.62)
West	9 (24.32)
Type of Institution	N (%)
Public	18 (48.65)
Private, not for profit	14 (37.84)
Private, for profit	5 (13.51)
Didactic Teacher of the Year Awards	N (%)
1 per institution	15 (40.54)
2 per institution	5 (13.51)
1 per pharmacy class	11 (29.73)
Other	6 (16.22)
Experiential Teacher of the Year Awards	N (%)
1 per institution	15 (40.54)
2 per institution	11 (29.73)
Other	10 (27.03)

Table 2. Methods for Recognition

Method	N (%)
Student popular vote	23 (45.10)
Student nominations followed by committee review	11 (21.57)
Faculty nominations followed by committee review	6 (11.76)
Portfolio review and selection by committee	6 (11.76)
Other	5 (9.80)

Table 3. Representation at AACP Luncheon

Attendance	N (%)
One teacher of the year	17 (45.95)
Multiple teachers of the year	10 (27.03)
One teacher of the year sent per pharmacy class	3 (8.11)
No attendance	3 (8.11)
Other	3 (8.11)

Figure 1. Awards for Recognized Recipients

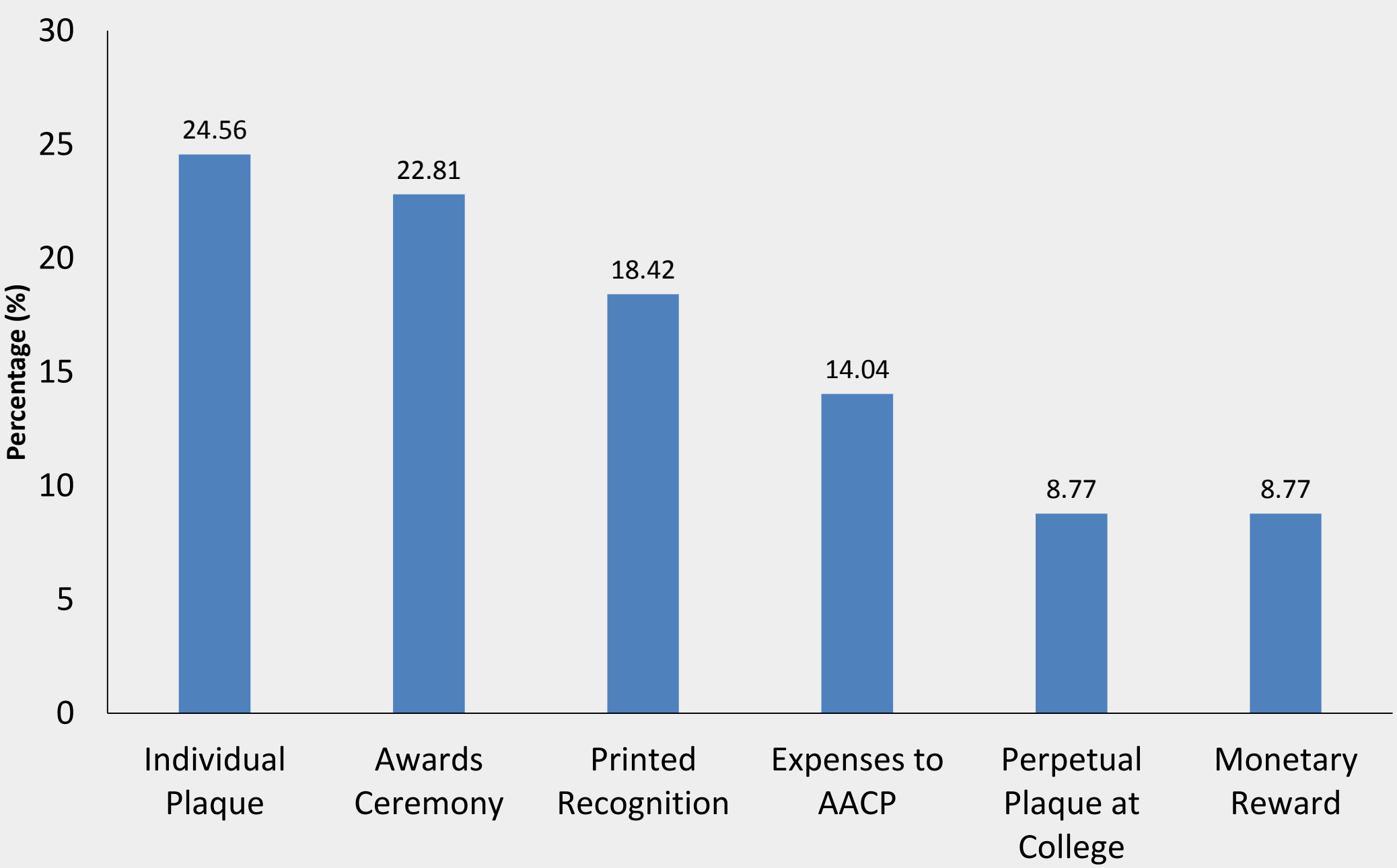


Figure 2. Representation of Selection Committee

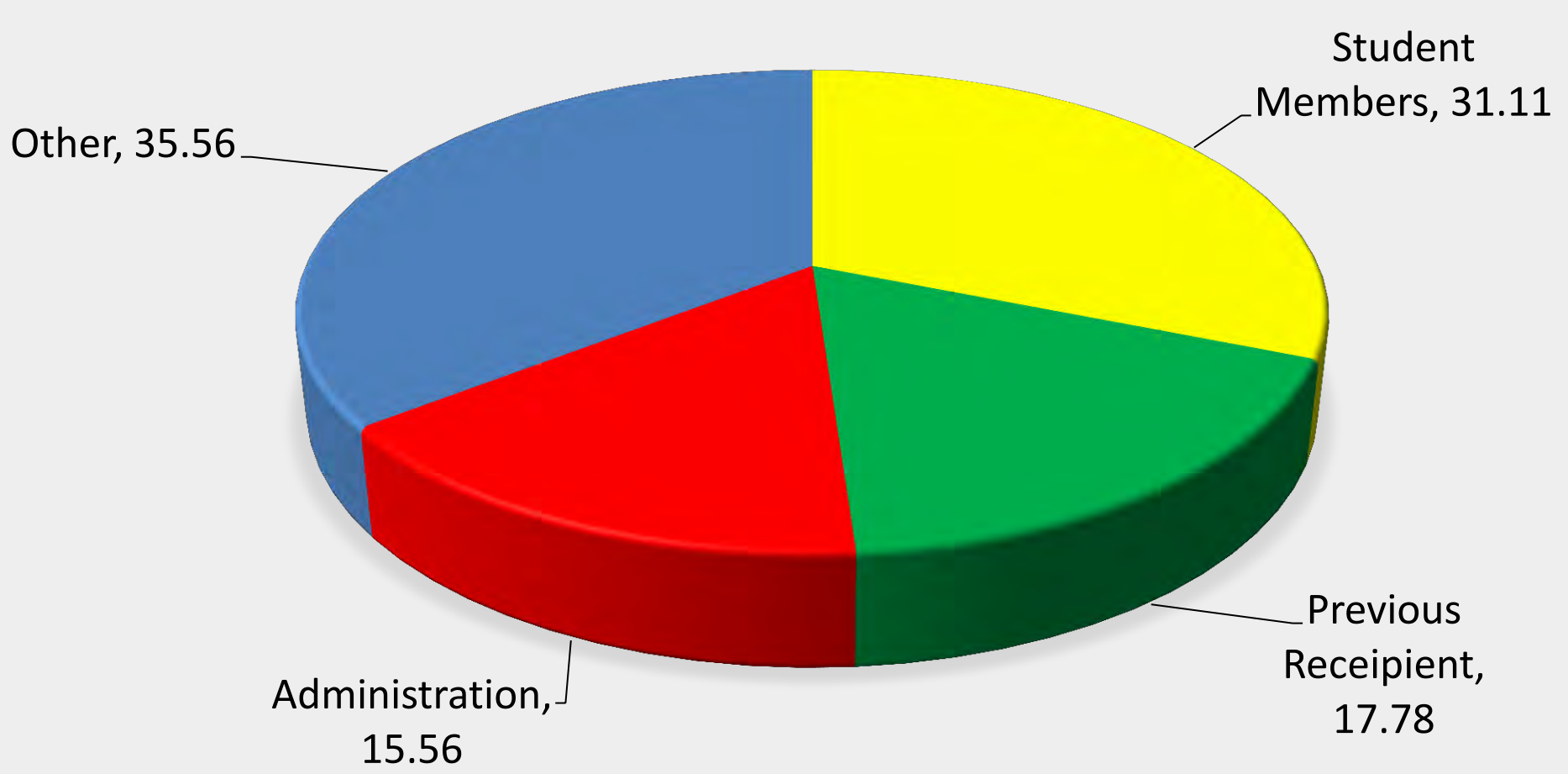
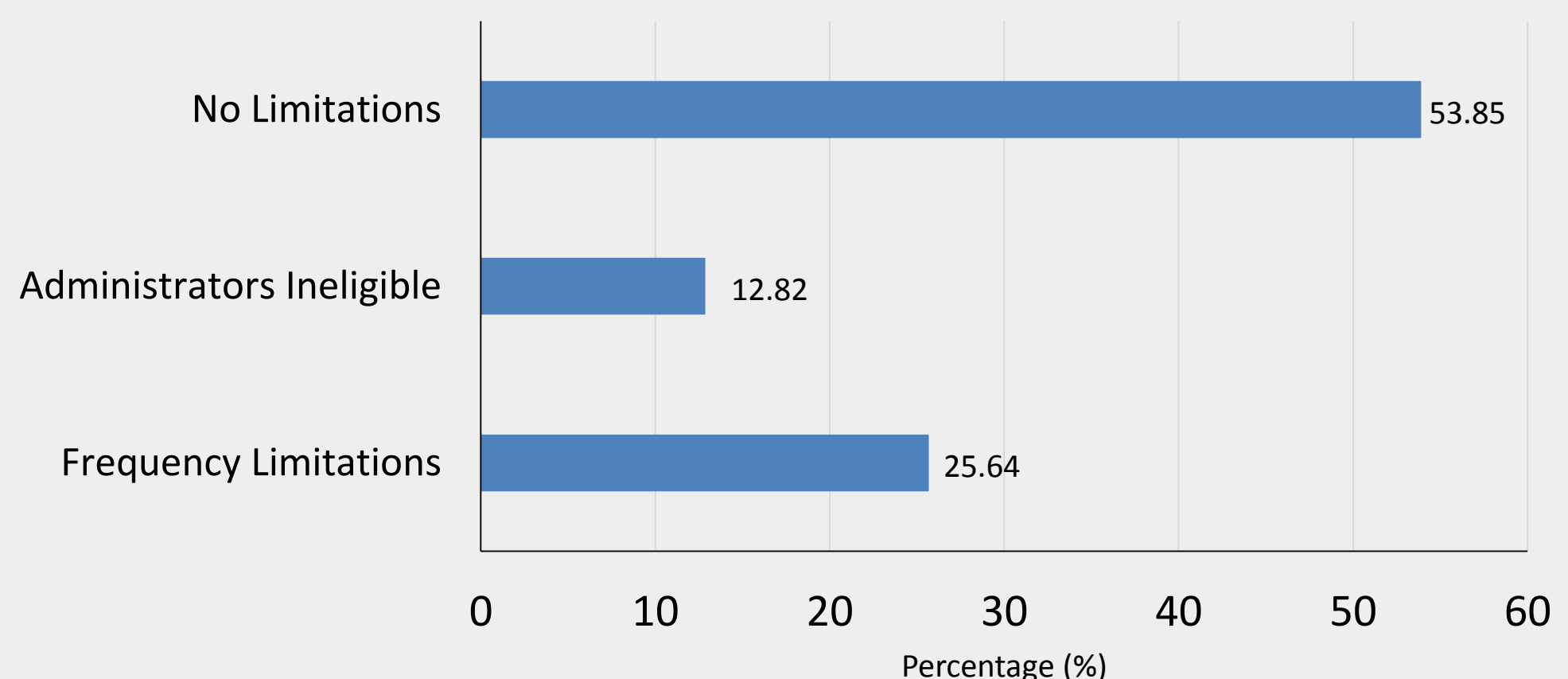


Figure 3. Limitations on Teaching Awards



DISCUSSION

- There was a 26% response rate (n=37) among the 142 institutions surveyed in this project.
- Limitations include:
 - Low response rate
 - Large variability in responses
 - Lack of correlation and association of responses with type of institution
- The study found that the majority of institutions recognize one individual per year and utilize student popular vote as the primary mechanism for determining awards.
- Methods to identify and reward teachers of the year vary greatly.
- A majority of institutions do not place limits on teaching awards.

CONCLUSION

- The process for determination of didactic and experiential teachers of the year varies at schools and colleges of pharmacy.
- A variety of strategies are utilized in pharmacy education to select and recognize quality didactic and experiential pharmacy educators.
- Guidance from AACP on optimal strategies to identify teaching excellence in pharmacy education may assist in standardizing processes.

DISCLOSURES

Disclosure
Authors of this presentation have the following to disclose concerning possible financial or personal relationships with commercial entities that may have a direct or indirect interest in the subject matter of this presentation:
All authors have nothing to disclose