



Is a Career in Academic Pharmacy Right for Me?

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Presenters

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Is a Career in Academic Pharmacy Right for Me?

The American Association of Colleges of Pharmacy

Presentations available at: www.aacp.org

- ❖ Click on Career Development tab
- ❖ Then click Faculty Recruitment and Retention
- ❖ See ASHP Midyear Clinical Presentations



Trends in Pharmacy Education: Considerations for New Faculty Members

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Disclosure

Cynthia J. Boyle reports no relevant financial relationships.
All presenters are members of AACCP.



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

**Think of a professor or teacher who
profoundly affected your learning
and/or career.**

What are/were the noteworthy traits, habits, characteristics
which make this person memorable to you?



White Coat to Doctoral Hood



**It is a privilege to prepare the
next generation of pharmacists.**



Challenges in Health Care: Agency for Healthcare Research and Quality¹

Resources, Reports, Tools:

- ❖ Making health care safer
- ❖ Improving health care practice
- ❖ Examining impact of errors, adverse events on clinicians
- ❖ Reporting goals to reduce diagnostic errors
- ❖ Improving quality and reducing disparities

¹www.ahrq.gov



Accreditation of Schools/Colleges

- ❖ 136 schools/colleges (some in preliminary stages of accreditation)
- ❖ Accreditation Council for Pharmacy Education (ACPE)¹ accreditation essential for licensure
- ❖ Expansion by existing schools and satellite campuses.
- ❖ Quality improvement and assurance

¹www.acpe-accredit.org



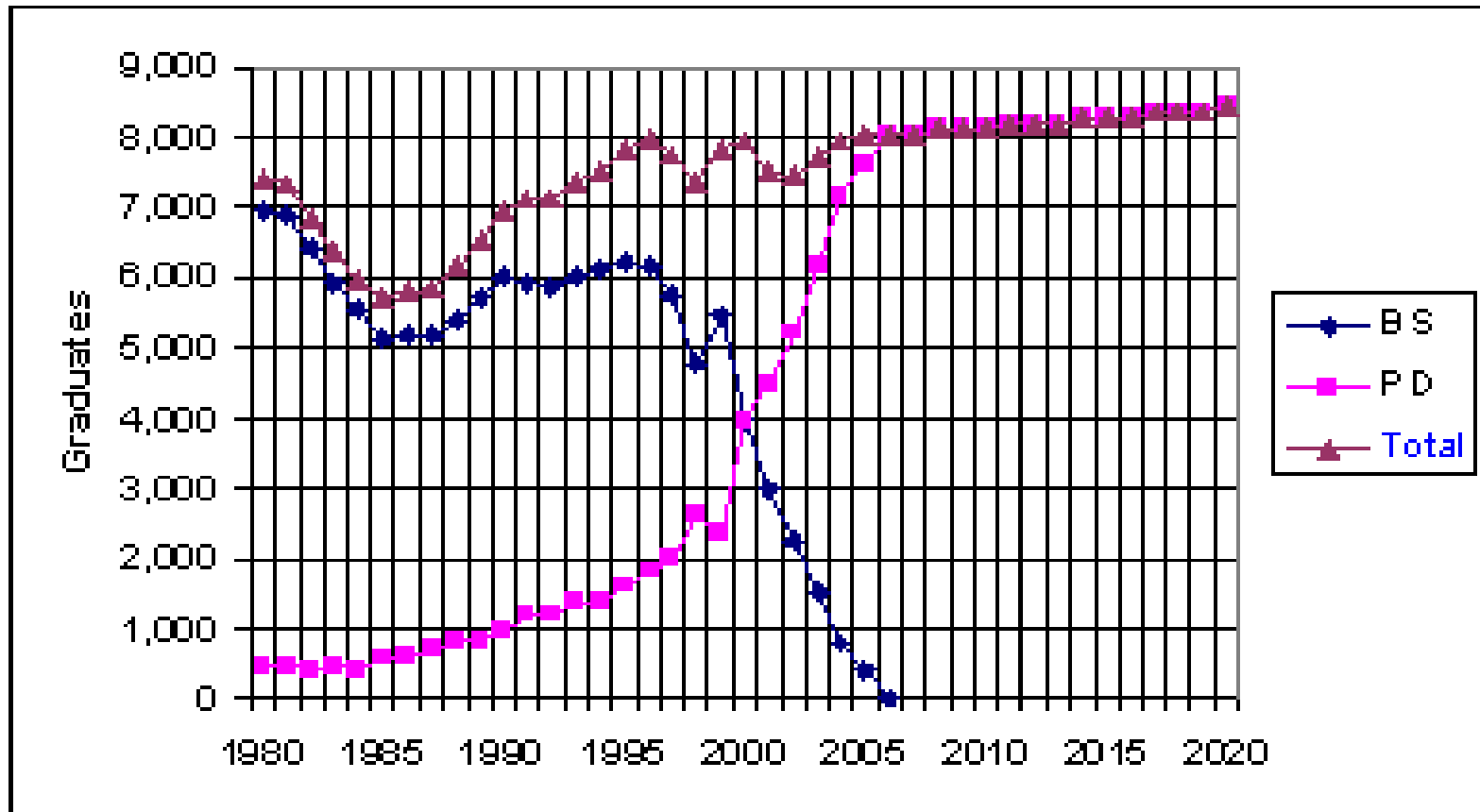
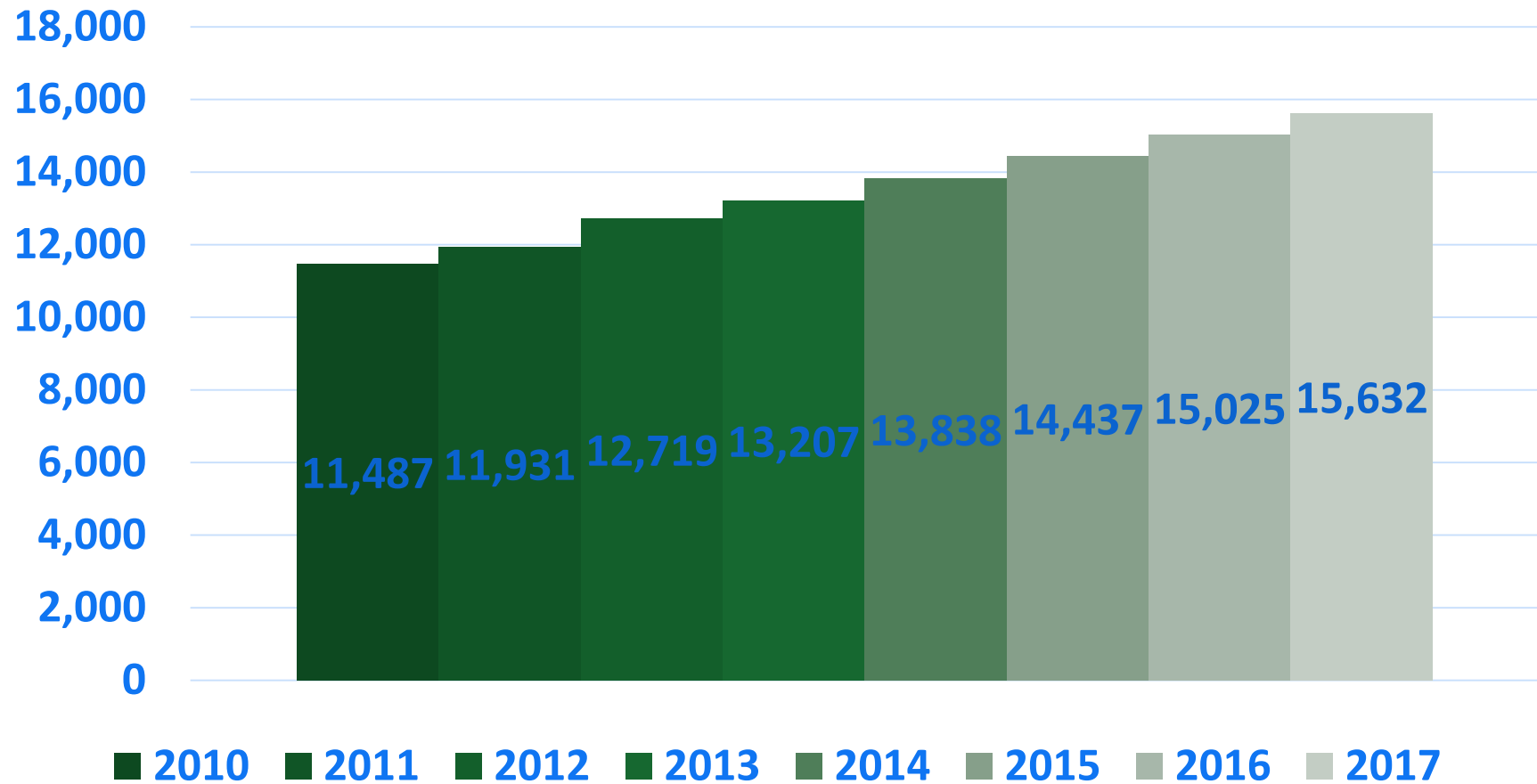


Figure 2. U.S. pharmacy graduates: 1980-2020.

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.

PharmD Graduation Trends



Data source: AACP Institutional Research
2015-2017 data projected based on enrollment data



A Tapestry of Schools and Colleges of Pharmacy

- ❖ ~40% part of Academic Health Centers, some academic health centers at a distant campus (e.g., Texas, Georgia, Purdue, Connecticut)
- ❖ Associations with osteopathic medical schools
- ❖ Stand alone (e.g., St. Louis College of Pharmacy, Massachusetts College of Pharmacy)
- ❖ Public, private, non-profit, for profit
- ❖ Larger comprehensive universities to smaller private universities and land grant universities
- ❖ Class sizes, entry requirements, time for degree completion, experiential components

Evolving Challenges and Opportunities

- 2011 ACPE certification of international professional degree programs
- Center for the Advancement of Pharmacy Education (CAPE) educational outcomes¹
- ACPE Doctor of Pharmacy Standards 2016 (implement by Fall 2016, all schools)
- ASHP-ACPE accreditation of pharmacy technician education and training programs
- ACPE 2015 Invitational Conference on Continuing Pharmacy Education

¹Medina MS et al. Center for the Advancement of Pharmacy Education 2013 Educational Outcomes. Am J Pharm Educ. 2013;77(8): Article 162.



Constructs (Roles)¹

Knowledge

- ❖ Learner

Practice and Care

- ❖ Caregiver
- ❖ Manager
- ❖ Promoter
- ❖ Provider

Approach (Team)

- ❖ Problem Solver
- ❖ Educator

- ❖ Advocate
- ❖ Collaborator
- ❖ Includer
- ❖ Communicator

Pers./Prof. Development

- ❖ Self-aware
- ❖ Leader
- ❖ Innovator
- ❖ Professional

¹Medina MS et al. Center for the Advancement of Pharmacy Education
2013 Educational Outcomes. Am J Pharm Educ. 2013;77(8): Article 162.

Interprofessional Education Collaborative¹

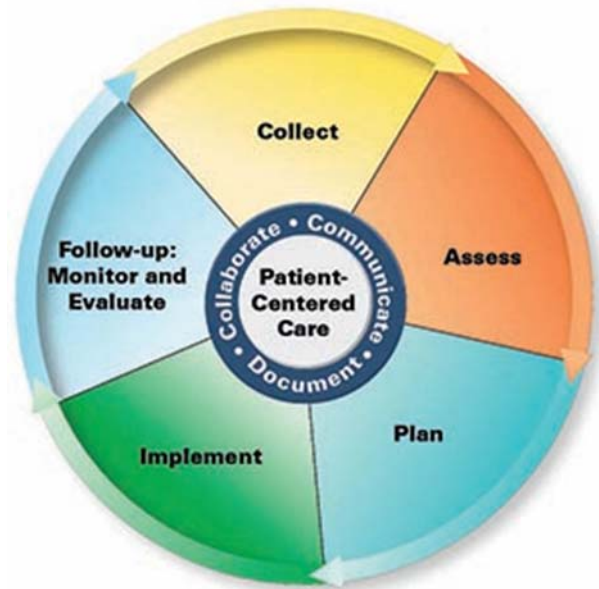
- Values/Ethics for Interprofessional Practice
- Roles/Responsibilities
- Interprofessional Communication
- Teams and Teamwork



¹<https://ipecollaborative.org/uploads/IPEC-Core-Competencies.pdf>



What will we teach?



Pharmacists' Patient Care Process¹

- ❖ Principles of evidence-based practice
- ❖ Continuous monitoring of medication appropriateness, effectiveness, safety;
- ❖ Clinical endpoints, outcomes of care

¹The Joint Commission of Pharmacy Practitioners (JCPP) includes the following organizations: Academy of Managed Care Pharmacy, Accreditation Council for Pharmacy Education, American Association of Colleges of Pharmacy, American College of Apothecaries, American College of Clinical Pharmacy, American Pharmacists Association, American Society of Consultant Pharmacists, American Society of Health-System Pharmacists, National Association of Boards of Pharmacy, National Alliance of State Pharmacy Associations, and the National Community Pharmacists Association.

<http://www.pharmacist.com/jcpp-approves-pharmacists-patient-care-process>



What is in it for you?

- ❖ Creating a legacy for the future
- ❖ Uniting ideals with actions
- ❖ Challenging the status quo
- ❖ Answering 'why not?'
- ❖ Experiencing variety, challenge, and satisfaction every day
- ❖ Finding role models and being a role model

Strategies for Success in Academia: A Department Chair's Perspective

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Morgantown, West Virginia

Disclosure

Terry Schwinghammer reports:

- ❖ Member of the Pharmacotherapy Online Editorial Board for McGraw-Hill's AccessPharmacy.com



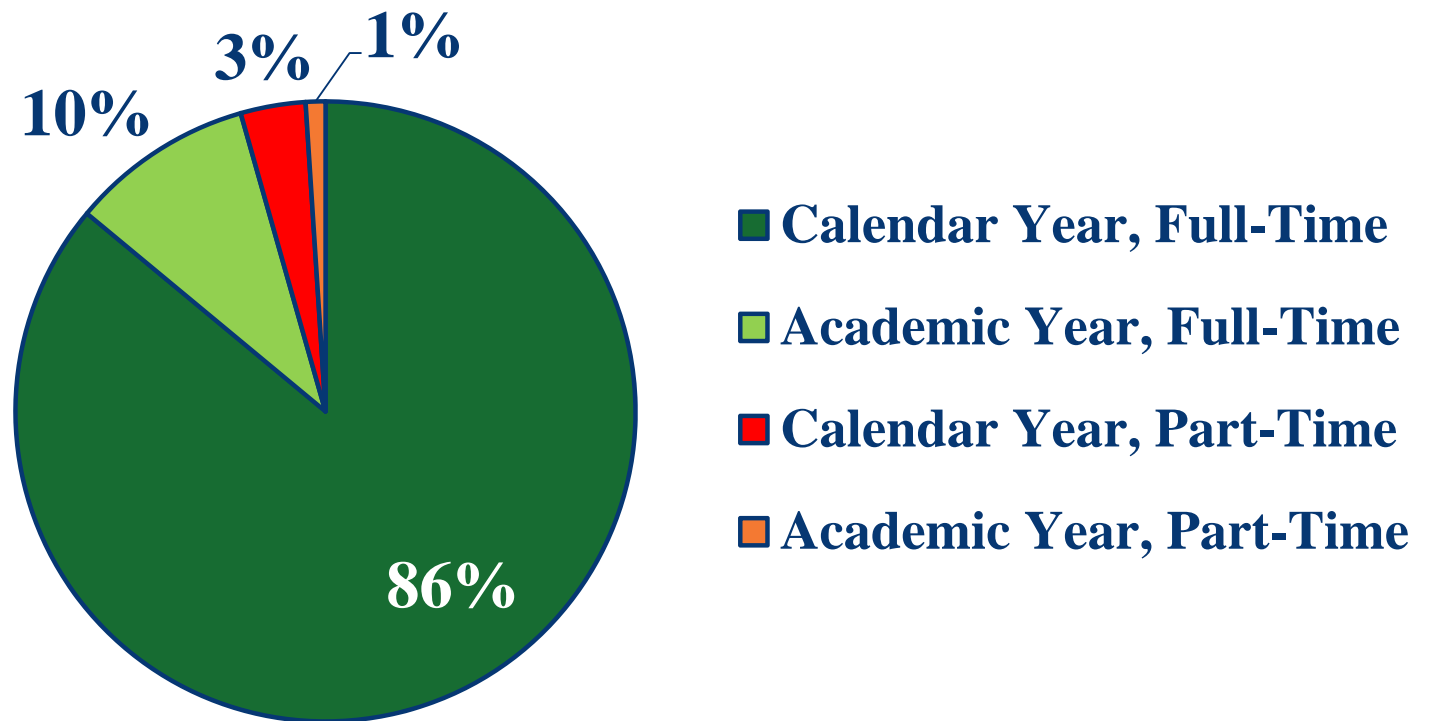
Learning Objectives

- ❖ Describe different types of academic appointments
- ❖ Discuss responsibilities and expectations of pharmacy practice faculty
- ❖ Explain requirements for promotion and tenure
- ❖ Help you reflect on your strengths to determine if a career in academic pharmacy is right for you



Types of Faculty Appointments

- Majority are calendar-year, full-time



Source: AACP. *2014-15 Profile of Pharmacy Faculty*. Alexandria, VA, 2015.

Faculty Ranks and Titles



- Lecturer
 - Instructor
 - (Clinical) Assistant Professor
 - Associate Professor
 - Professor
 - “Adjunct” prefix (volunteer, preceptor)
 - Department Chair/Head
 - Assistant Dean, Associate Dean, CEO Dean
- Entry
- Promoted ranks
“With tenure,” if tenure track

Financial Arrangements

Fully funded by school

- College pays salary and benefits
- Patient care/service at site stipulated by contract

Fully funded by health care institution

- Institution pays salary and benefits
- Teaching stipulated by written agreement

Cofunded (shared)

- College + site share salary and benefits
- Contract specifies time/services at site
- Usually non-tenure track



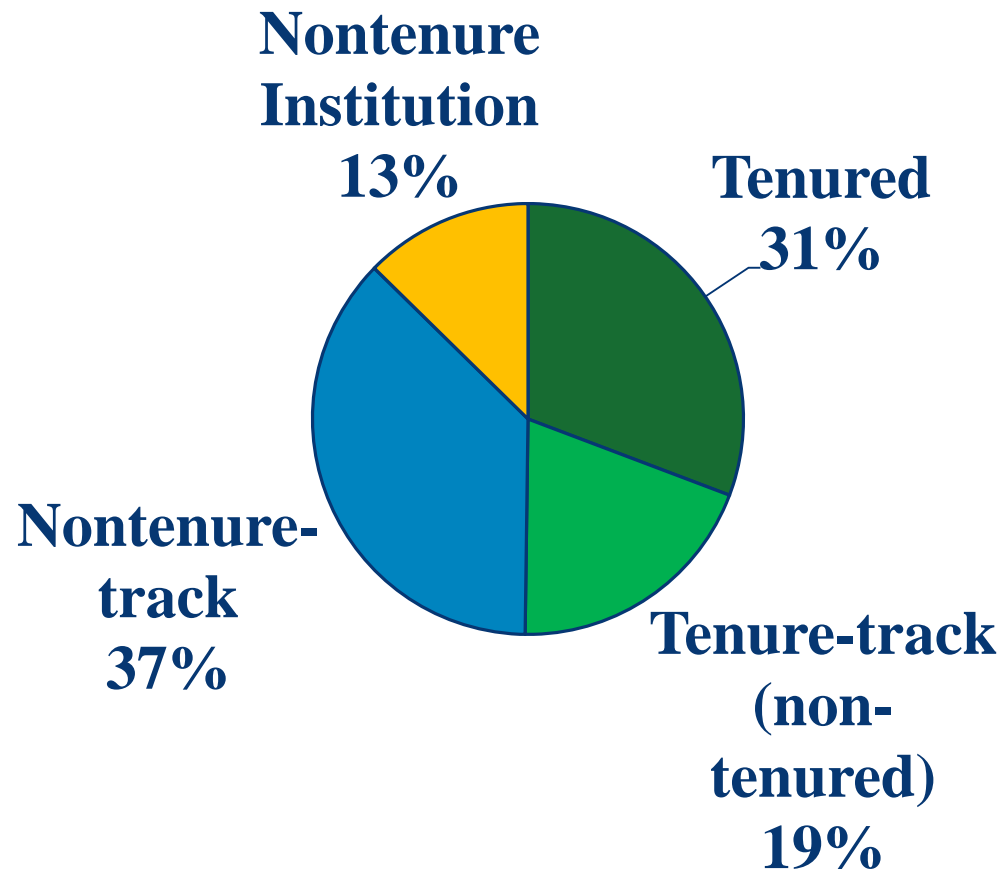
Question:

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



Tenure Status of Full-Time Pharmacy Faculty



Source: AACP. *2014-15 Profile of Pharmacy Faculty*. Alexandria, VA, 2015.

Types of Faculty Members



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



Question:

Pharmacy practice faculty comprise more than 50% of pharmacy school faculty

True

False



Size of Faculty Disciplines

- Pharmacy Practice 3165
- Pharmacology/Toxicology 620
- Medicinal Chemistry/Pharmacognosy 590
- Pharmaceutics 582
- Social/Administrative Sciences 436
- Biological/Biomedical Sciences 304
- Pharmacotherapeutics/Translational Research 55
- Library & Information Science 34
- Pharmacokinetics/Pharmacodynamics 33
- Liberal Arts 27
- Continuing Professional Education 26

Source: AACP. *2014-15 Profile of Pharmacy Faculty*. Alexandria, VA, 2015.



What Faculty Have in Common

- Teaching student pharmacists
- Engaging in scholarly work or research
- Publishing their work
- Participating in service activities
- Balancing expectations in teaching, research, and service



How Faculty May Differ

- Type, length of postgraduate education & training
- Practice and patient care responsibilities
- Teaching residents/fellows, graduate students
- Focus and extent of research activity
- Classroom & experiential teaching



Question:

Pharmacy practice faculty are expected to perform scholarship/research as well as teaching, patient care, and other service.

✓ True

✗ False



Hypothetical Distribution of Effort

	Tenure Track	Non-tenure Track
Classroom Teaching	40%	15%
Clinical teaching	0%	30%
Patient care practice	0%	35%
Other service	10%	10%
Research & scholarship	50%	10%

Profile of Pharmacy Practice Faculty

- PharmD degree
- Residency (PGY1, PGY2) and/or practice experience
- Board certification (as appropriate)
- **Practice**, teaching, research/scholarship
- Often non-tenure track



Promotion Requirements

“Show me the evidence”

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

How to Get Promoted

- ❖ Read and understand your appointment letter
- ❖ Know the School/Department promotion requirements
- ❖ Volunteer to serve on your School/Department promotion committee
- ❖ Develop an understanding with your dept. chair
- ❖ Make sure performance is evaluated in writing at least annually
- ❖ Implement and track corrective measures early
- ❖ Seek and use an appropriate senior faculty mentor
- ❖ Review promotion dossiers of previously-promoted faculty
- ❖ Think: “What am I doing today that will help me get promoted?”

Rewards of Being a Faculty Member

- Continued professional and personal growth
- Flexibility in setting career direction
- Developing networks
- Unforeseen opportunities
- Ongoing student interaction
- Opportunity to influence future careers
- Positive impact on the profession (and patient care)



Attributes of a Successful Faculty Member

- Appropriate postgraduate education & training
- Board certification (if appropriate)
- Passion for teaching
- Commitment to a practice or research area
- Communication and interpersonal skills
- Ability to solve problems
- Professionalism
- Independence, self-motivation, collaborative spirit
- Strong work ethic
- Ability to balance career and personal life



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”



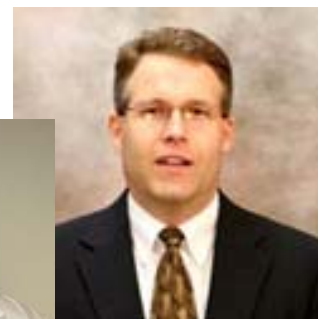
Summary

- ❖ Various types of academic appointments are available
- ❖ Pharmacy Practice faculty members must balance diverse responsibilities and expectations
- ❖ A successful career requires thoughtful initial and ongoing planning
- ❖ Understanding your desires, strengths, and limitations is crucial in determining whether a career in academic pharmacy is right for you





**If you are interested in a career in
academic pharmacy...**



...there is a place for you!





Balancing Teaching, Service & Scholarship: Tips From a Clinician Educator

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Disclosure

Andrew S Bzowyckyj reports no relevant financial relationships

Learning how to juggle...



<http://freedigitalphotos.net>

Decisions, Decisions...

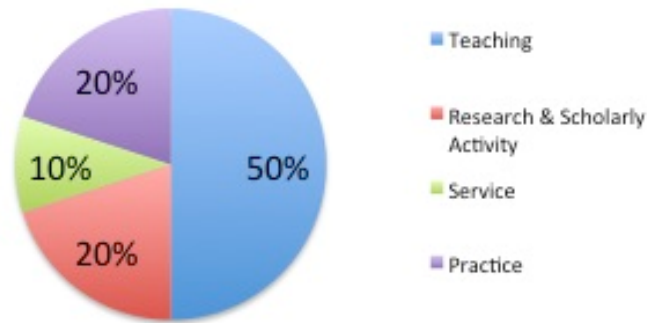
- ❖ When deciding on a career in academic pharmacy, which of the following is **MOST** important to you?
 - A The clinic service I will be providing
 - B The overall class size including any distance sites
 - C The general philosophies of the institution and faculty
 - D The proximity to my current home / family members

What drives your professional identity?

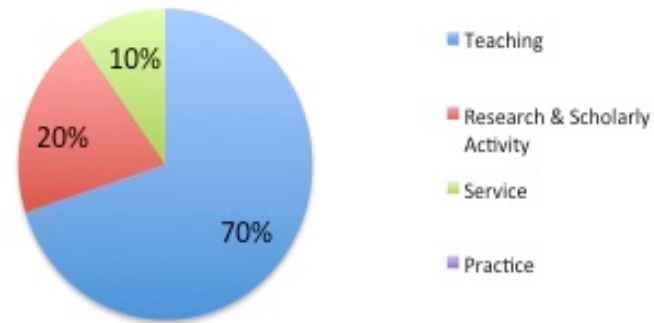
- ❖ Research & Scholarship
- ❖ Practicing in innovative settings
- ❖ Developing new clinical services
- ❖ Professional involvement in organizations
- ❖ Watching that “light bulb” turn on
- ❖ Flexibility of schedule
- ❖ Others?

Starting with the big picture

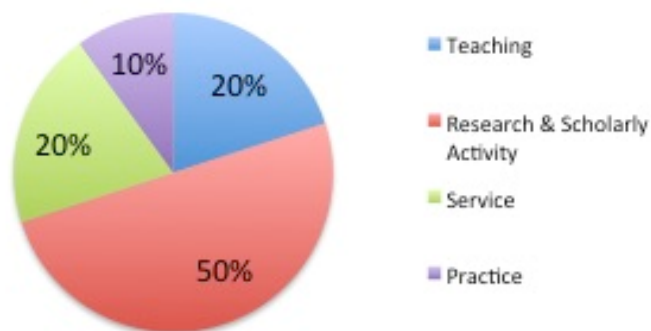
NTT with Practice Responsibilities



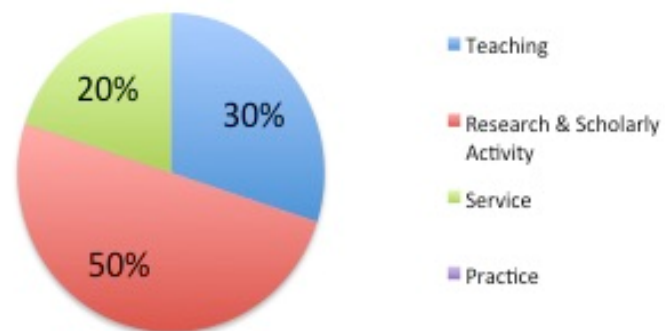
NTT without Practice Responsibilities



TT with Practice Responsibilities

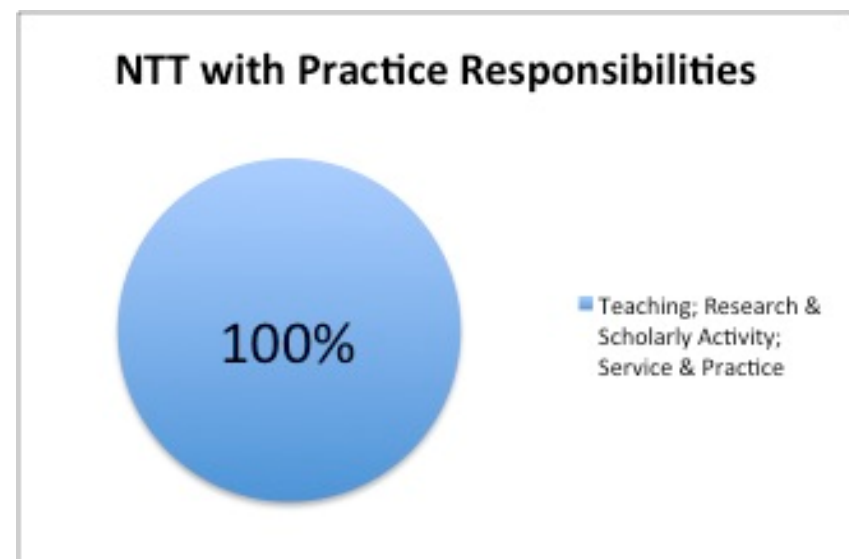
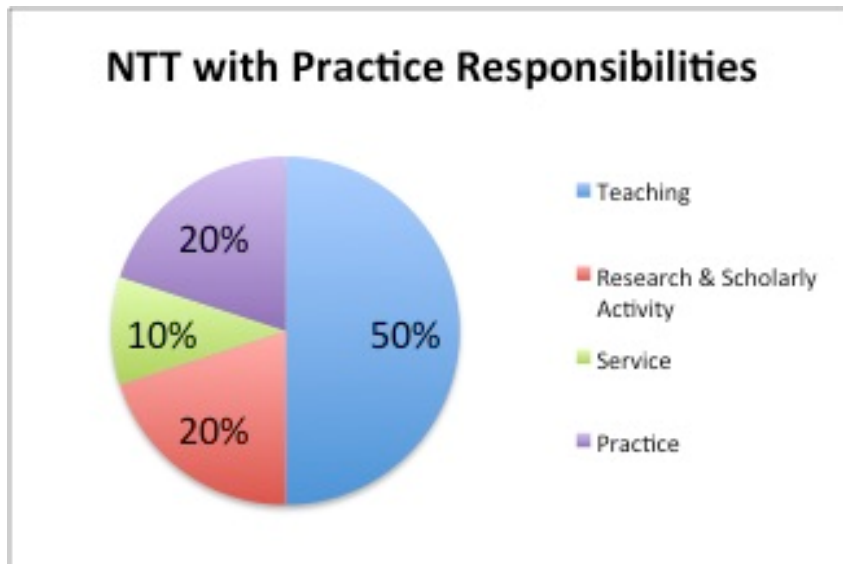


TT without Practice Responsibilities



TT: Tenure-track; NTT: Non-tenure track

Here comes the balancing part



How many hours are in your week?

Teaching

- ❖ How many of you have teaching experience?
 - Small group facilitation?
 - Large classroom/didactic sessions?
 - Experiential education (IPPE/APPE students)?
 - Distance education component?
 - Asynchronous learning?
- ❖ Reflect on these experiences as you search for academic positions

Teaching

❖ Precepting

- IPPE students
- APPE students
- PGY1 / PGY2 Residents
- Other health professional students / residents

❖ Interprofessional Experiences

❖ Didactic

- Team-taught courses
- Course coordination
- Elective courses
- Pharmacy practice / skills labs

❖ Assessment

- OSCEs
- Case-writing

IPPE: Introductory Pharmacy Practice Experience; APPE: Advanced Pharmacy Practice Experience; OSCEs: Objective Structured Clinical Examinations



Pharmacy Practice

❖ Thoughts to consider:

- New vs. established practice site?
- Previous experiences with pharmacists at the site?
- Relationship between the site and the school?
- Expectations from the practice site?
 - Teaching, practice, scholarship, etc.
- Other members and the team and associated roles
- Who (if anybody) is “most like you” at the site?
- SPACE and other logistics!

Scholarship

❖ Topics:

- Clinical topics
 - e.g. diabetes, infectious disease
- Systems-based practice
 - e.g. medication errors, tech-check-tech
- Qualitative studies
 - e.g. focus groups, patient empowerment
- Scholarship of Teaching & Learning (SoTL)
 - e.g. pedagogy, assessment

❖ Outlets:

- Posters
- Podium presentations / CPE
- Publications
 - Review Articles
 - Original Research
- Webinars

❖ Grant opportunities

- AACP New Investigator Award or similar initiatives



Scholarship

- ❖ What is “**normal**” for your school and university?
- ❖ Does your department have specific **criteria**?
 - When you go up for promotion, you will be judged by outside reviewers:
 - 1) Would you promote this person at YOUR institution?
 - 2) Does this candidate meet the criteria at OUR institution?
- ❖ It is best to be ahead of the curve
- ❖ Don't strive for **mediocrity**

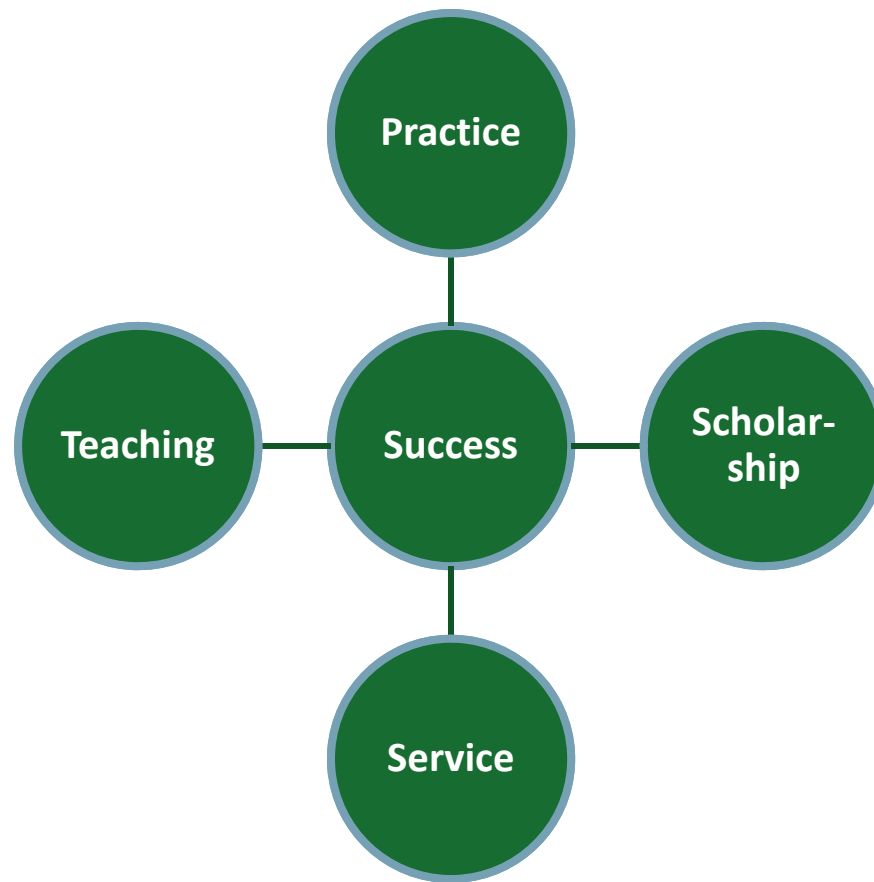
Service

- ❖ School/College of Pharmacy committees
 - Admissions, Assessment, Curriculum, Professionalism
- ❖ University committees
 - Faculty senate
- ❖ Local affiliates of state/national associations
 - Especially for those considering relocation
- ❖ State/National professional associations
 - Elected / appointed positions
 - Committee work

Service

- ❖ Practice site committees / initiatives
- ❖ Non-pharmacy associations!
 - SCCM, ASPEN, AADE, ADA, NLA, etc.
- ❖ Faculty advisor (individual students)
- ❖ Chapter advisor (professional organizations)
- ❖ Precepting patient care events
- ❖ CV Critique / Mock interviews
- ❖ Interdisciplinary teaching – be aware!

Lessons in Progress



Lessons in Progress

- ❖ Get to know who you really are
 - Teaching philosophy
 - Practice philosophy
 - Research / Scholarship philosophy
 - Professional identity
 - Self-awareness / self-reflective exercises
- ❖ Timeline for “onboarding”?
 - APPE/IPPE Students
 - Residents

Lessons in Progress - Case Scenario

- ❖ 27 year-old WM presents to clinic to precept a group of APPE students that afternoon. His job is going pretty well, six months in and he feels like he's catching his stride. He has an extra few minutes before his students arrive so he opens up his email to see what is waiting for him. To his surprise he has several "opportunities" awaiting him in his inbox:
 - A We think you'd be a great speaker for an upcoming CE program for our nursing staff!
 - B Dr. Harper would like to gather a team together to launch a research program at the clinic.
 - C The pharmacy department would like a content expert to review an IT protocol that is being launched by health-system administration.
 - D The school of pharmacy is looking for somebody to take over course coordination responsibilities of an existing course.

Lessons in Progress

- ❖ What do you do when asked to:
 - Take an increase in teaching load?
 - Precept more IPPE/APPE students?
 - Precept a resident?
- ❖ Some things to think about
 - How will this affect me?
 - How will this affect the School/College?
 - Where does my paycheck come from?

Learning to Negotiate

❖ Repeat after me:

- “NO!”
- “Let me think about this one”
- “How long before we have to make a decision?”

❖ An open and honest relationship with your Chair is important.

❖ Find some mentors!

Lessons in Progress

❖ 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

- ❖ Get scholarship started early
- ❖ Evaluate yourself
 - Teaching evaluations
 - Don't take them personally but still pay attention
 - Find the threads/patterns
 - Ask for feedback from colleagues and administrators
- ❖ Be ready to accept criticism!

Summary

- ❖ **Self-reflection** is an important skill to have as a faculty member; figure out what drives you
- ❖ **Balance** is critical in all aspects of an academic position
- ❖ Think about your department/school/practice site, but **don't forget about yourself!**

Questions for the Panel?



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



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