



# Stepping Into Academia— Finding the Right Fit

Sunday, December 4, 2016

10:30 AM to 12:00 PM

ACPE # 0204-0000-16-323-L04P

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*Clinical Meeting & Exhibition*

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.

American Association of  
**Colleges of Pharmacy** **AACP**  
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## 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
- Consultant Advisor: McGraw-Hill



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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







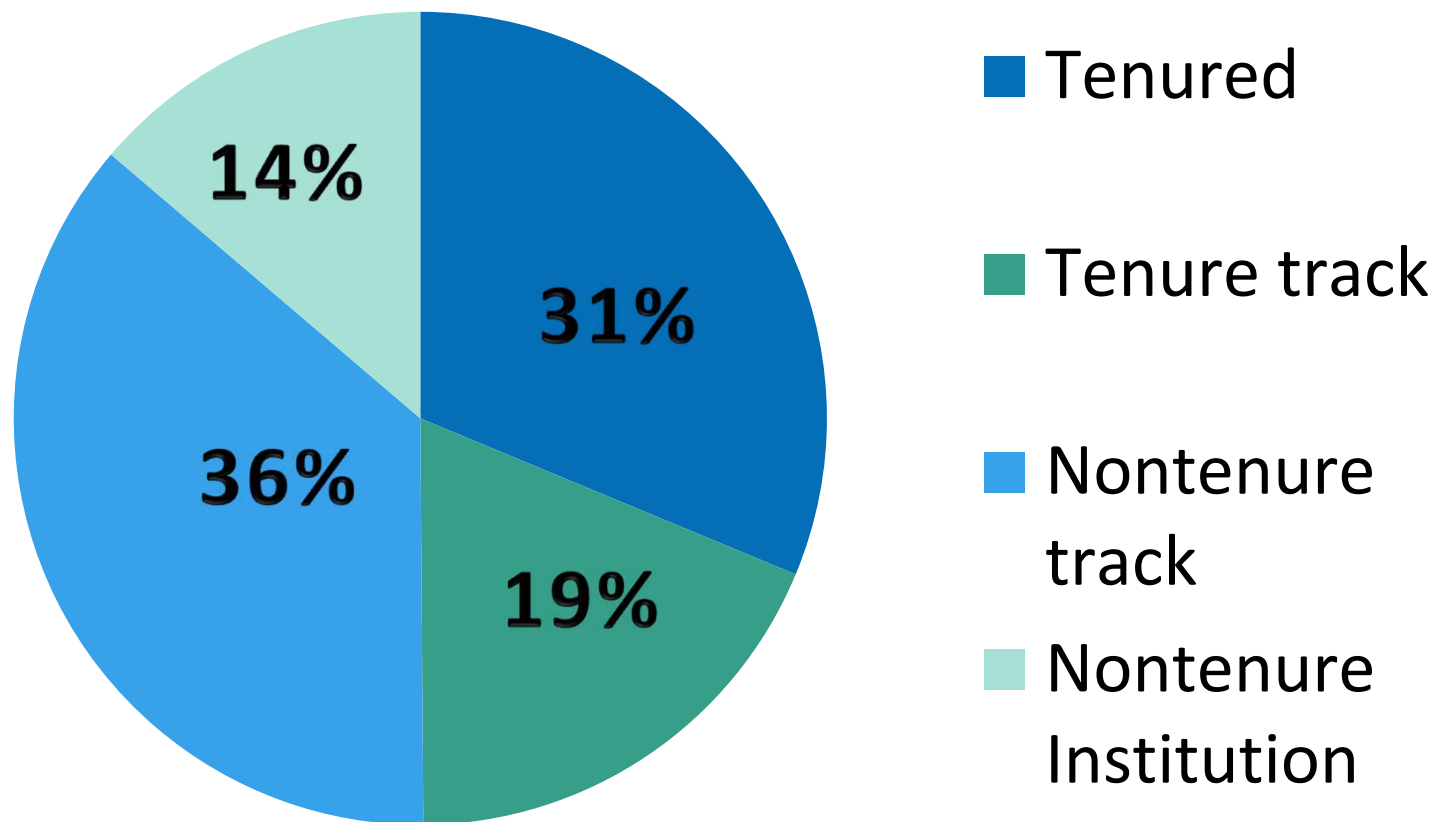
# Factors Important in an Academic Career

- 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



From: AACP. 2015-16 Profile of Pharmacy Faculty. Alexandria, VA, 2016.

# 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

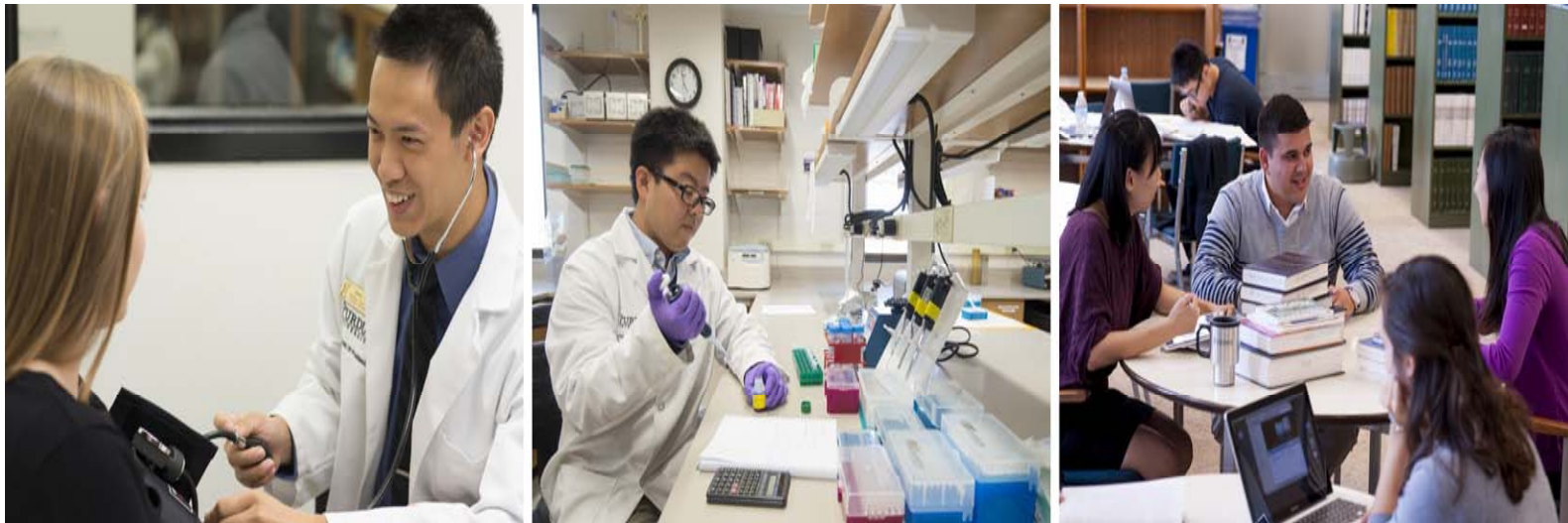
- Explain the potential benefits, opportunities, and challenges associated with a career in academia
- Explain the requirements for promotion and tenure that are relevant for clinician educators
- Discuss strategies to enhance one's professional career in an academic setting





# Benefits

- Inspiring
- Leader
- Learner
- Challenging
- Flexibility



# Opportunities

32 jobs found.

Job Title/Description	Date Posted	Employer/Location
<p><a href="#">Dean, School of Health Sciences</a></p> <p>Elon University seeks an exceptional academic leader to serve as Dean of the School of Health Sciences. Elon University is a top-ranked comprehensive university that is widely recognized as a leader...</p>	09/01/16	<p><b>Elon University</b></p> <p>Elon, NC, USA, NC</p>
<p><a href="#">Assistant Clinical Professor, Pharmaceutical Sciences</a></p> <p>The University of New England College of Pharmacy invites applications for a 12-month non-tenure track Assistant Clinical Professor position in Pharmaceutical Sciences. The College of Pharmacy is acc...</p>	08/26/16	<p><b>University of New England</b></p> <p>Portland, ME</p>

1 2 3

Job Title/Description	Date Posted	Employer/Location
<p><a href="#">Assistant / Associate / Professor</a></p> <p>The Department of Drug Discovery and Development at Auburn University's Harrison School of Pharmacy invites applications for multiple, 12-month tenure-track faculty positions. Individuals with expertise...</p>	09/09/16	<p><b>Auburn University</b></p> <p>Auburn, AL</p>
<p><a href="#">Faculty Position, Assistant / Associate / Full Professor of Pharmacology</a></p> <p>Marshall B. Ketchum University, a private non-profit health care professions university, invites qualified applicants for full-time 12-month faculty appointments at Assistant/Associate Full Professor ...</p>	09/09/16	<p><b>Marshall B. Ketchum University</b></p> <p>Fullerton, CA</p>
<p><a href="#">Assistant, Associate, or Full Professor: Pharmacy Practice: Ambulatory Care</a></p> <p>To teach in an area of expertise in the Doctor of Pharmacy Curriculum: Ambulatory Care; participate in direct patient care; cooperate and coordinate with others in team-taught courses; develop scholar...</p>	09/09/16	<p><b>University of Maryland Eastern Sho...</b></p> <p>Princess Anne, MD</p>

## [Faculty Position](#)

FACULTY POSITION Associate/Full Professor, Department of Clinical Pharmacy University of Tennessee College of Pharmacy – Nashville, Tennessee The University of Tennessee Health Science Center Col...

09/08/16

**University of Tennessee**  
Nashville, TN



# Faculty Ranks and Titles

- Lecturer
  - Instructor
  - (Clinical) Assistant Professor
- } Entry
- 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



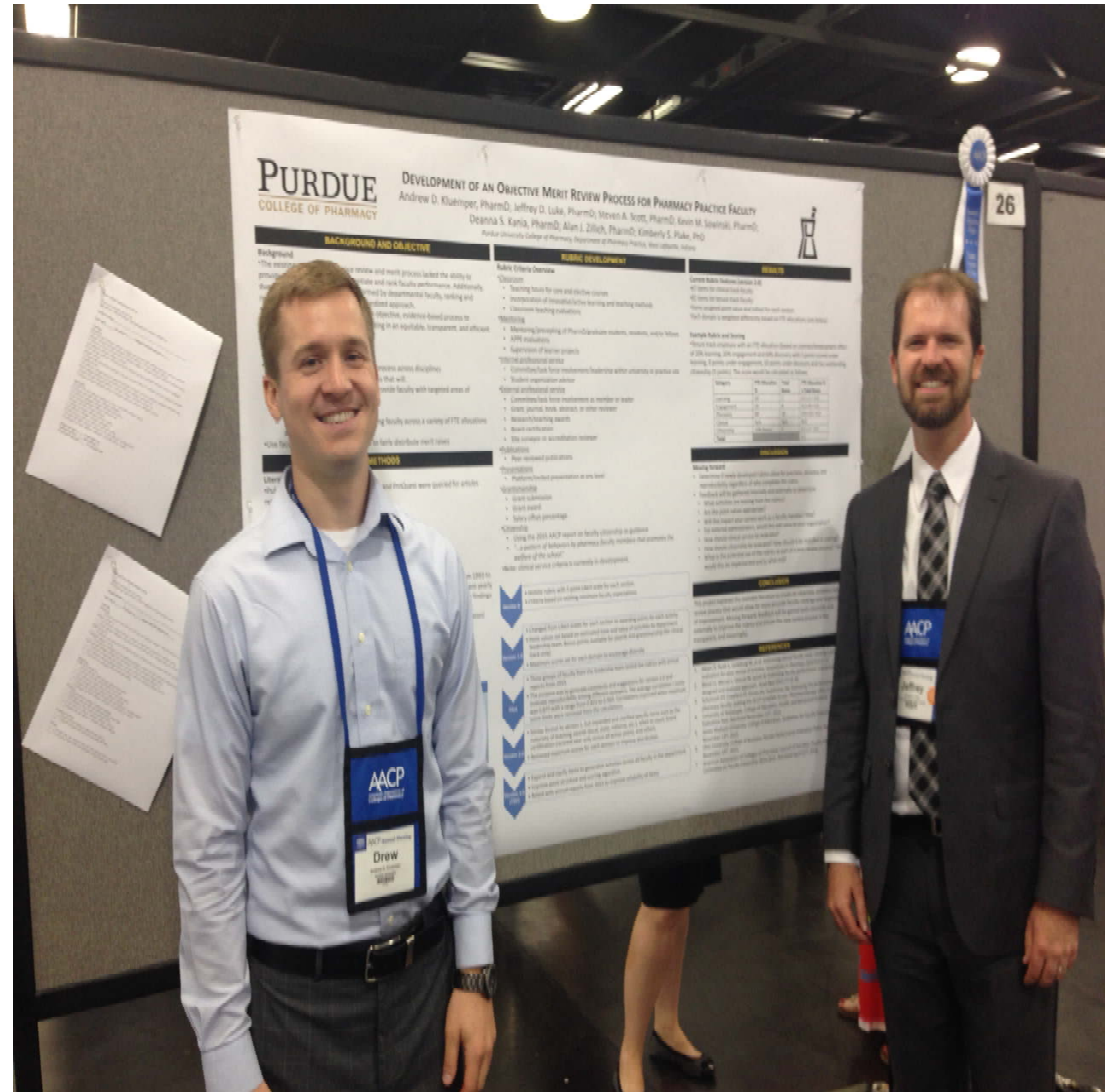
- Pharmaceutical sciences:
  - Basic
  - Translational
  - Clinical
- Social and administrative pharmacy
- Pharmacy practice





# Faculty Pillars

- TEACHING!!
- Engaging in scholarly work or research
- Presenting and publishing their work
- Participating in service activities (Clinical)



# Hypothetical Distribution of Effort

	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%

# 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

## 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

# 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

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# 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
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- **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%

## Polling Question

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 here 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 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?

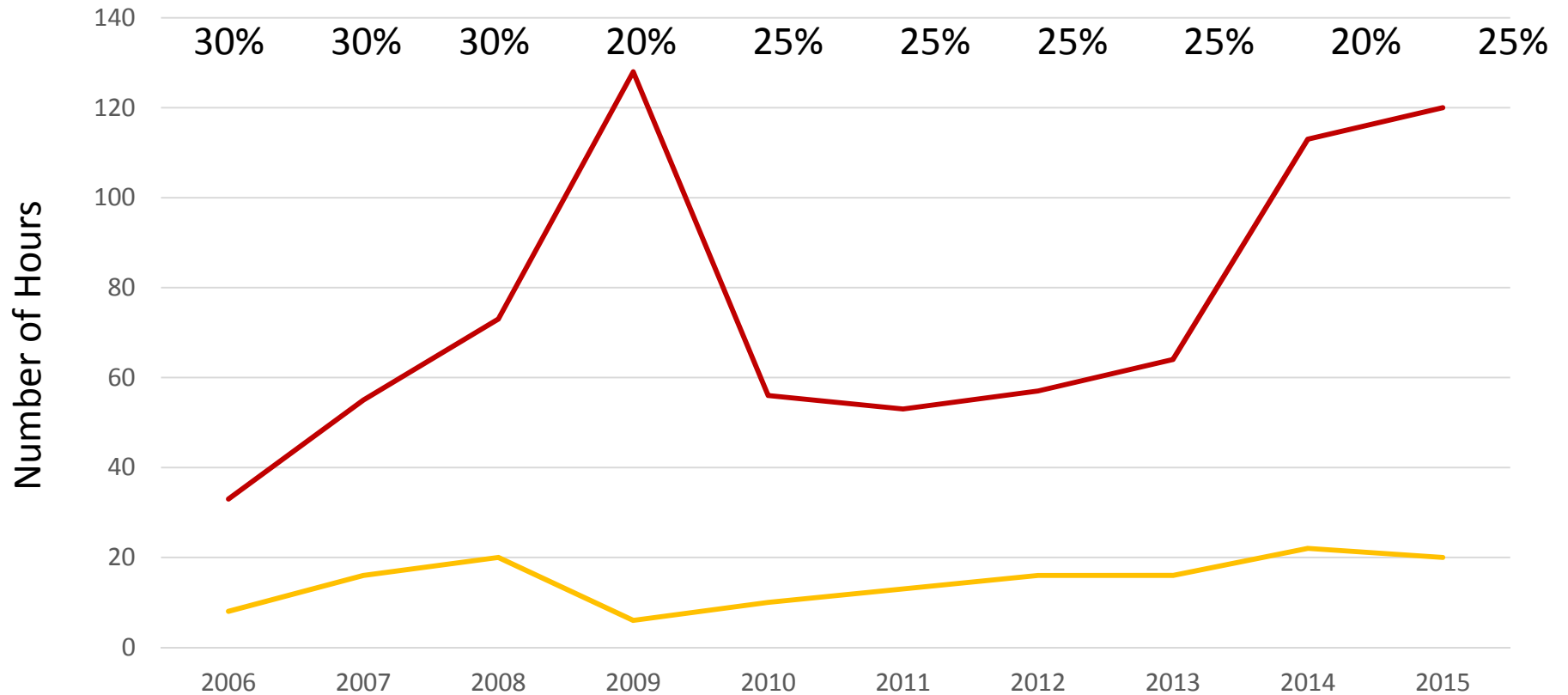
## ■ Scholarship

- 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

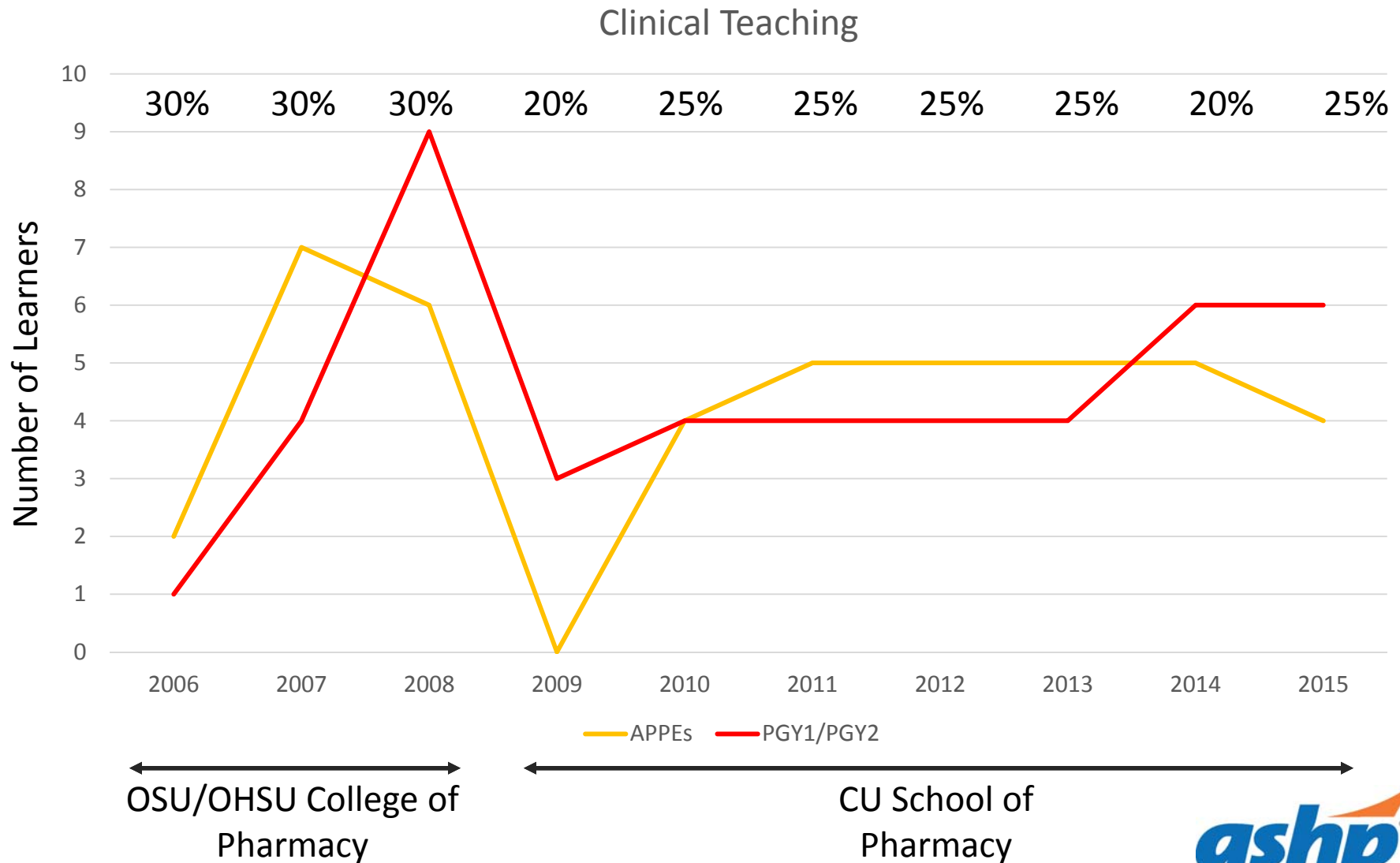
CU School of Pharmacy

\*Assessment hours not listed

Course director for 1-2 courses per year

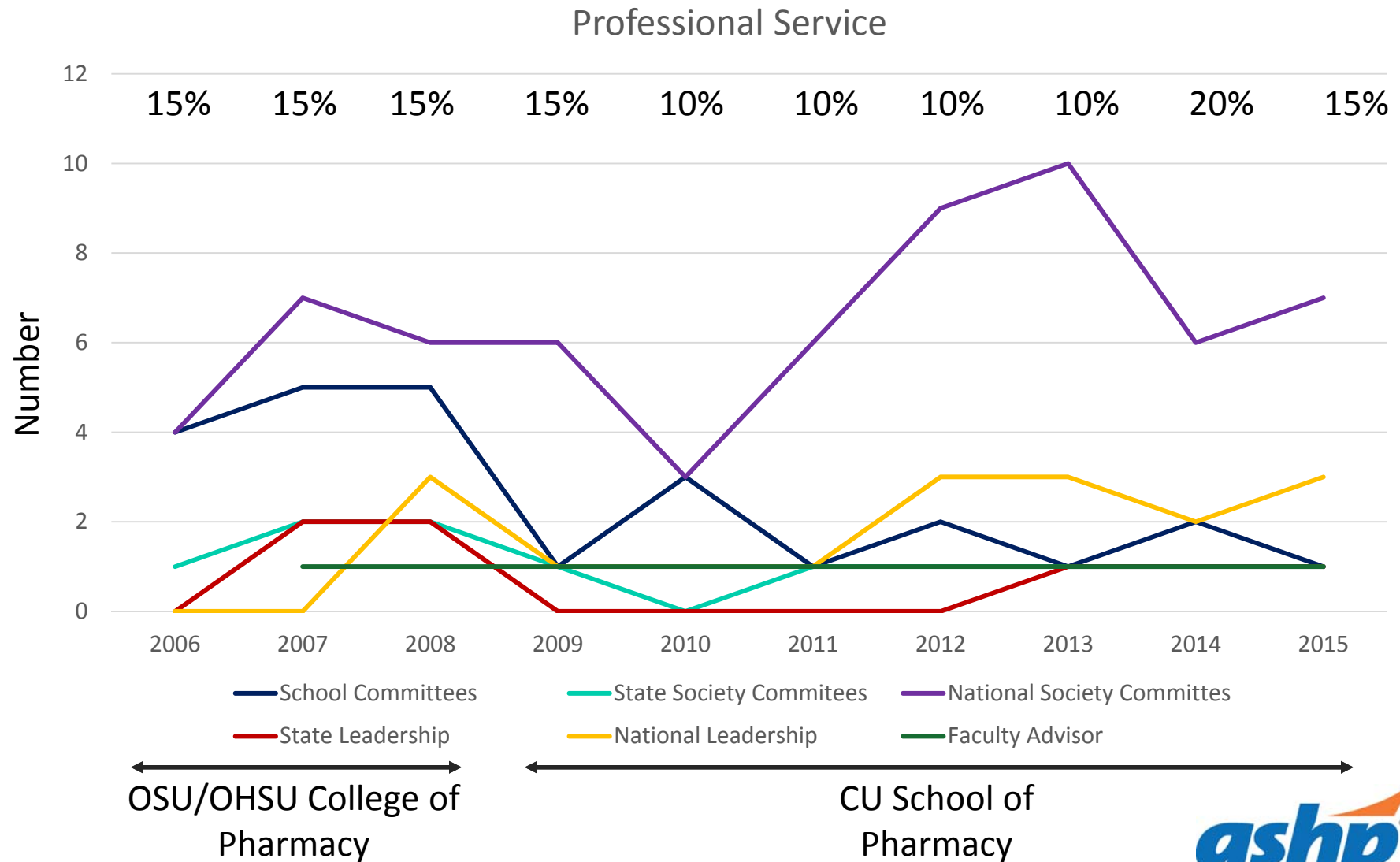


# My teaching over the last 10 years

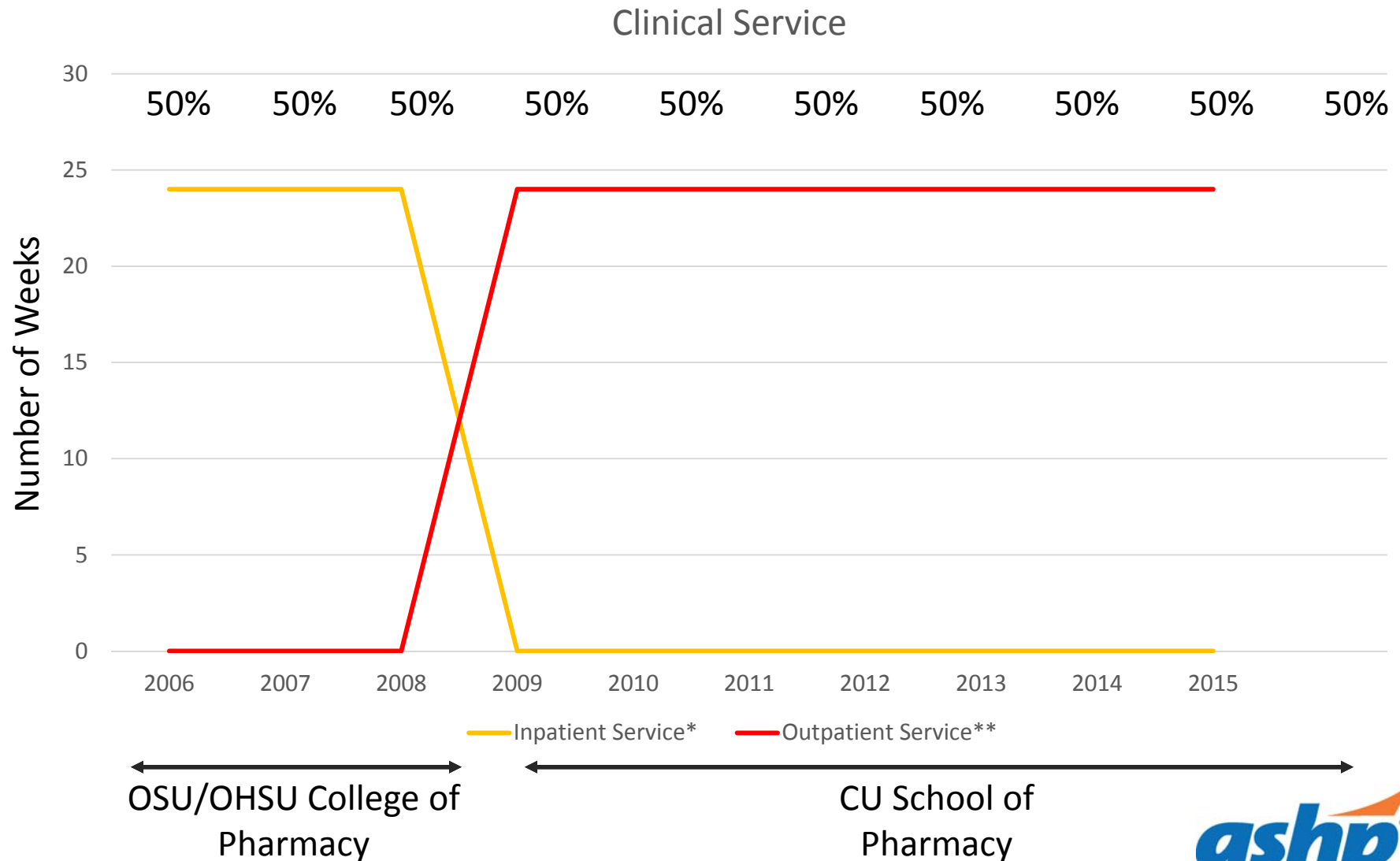




# My professional service over the last 10 years



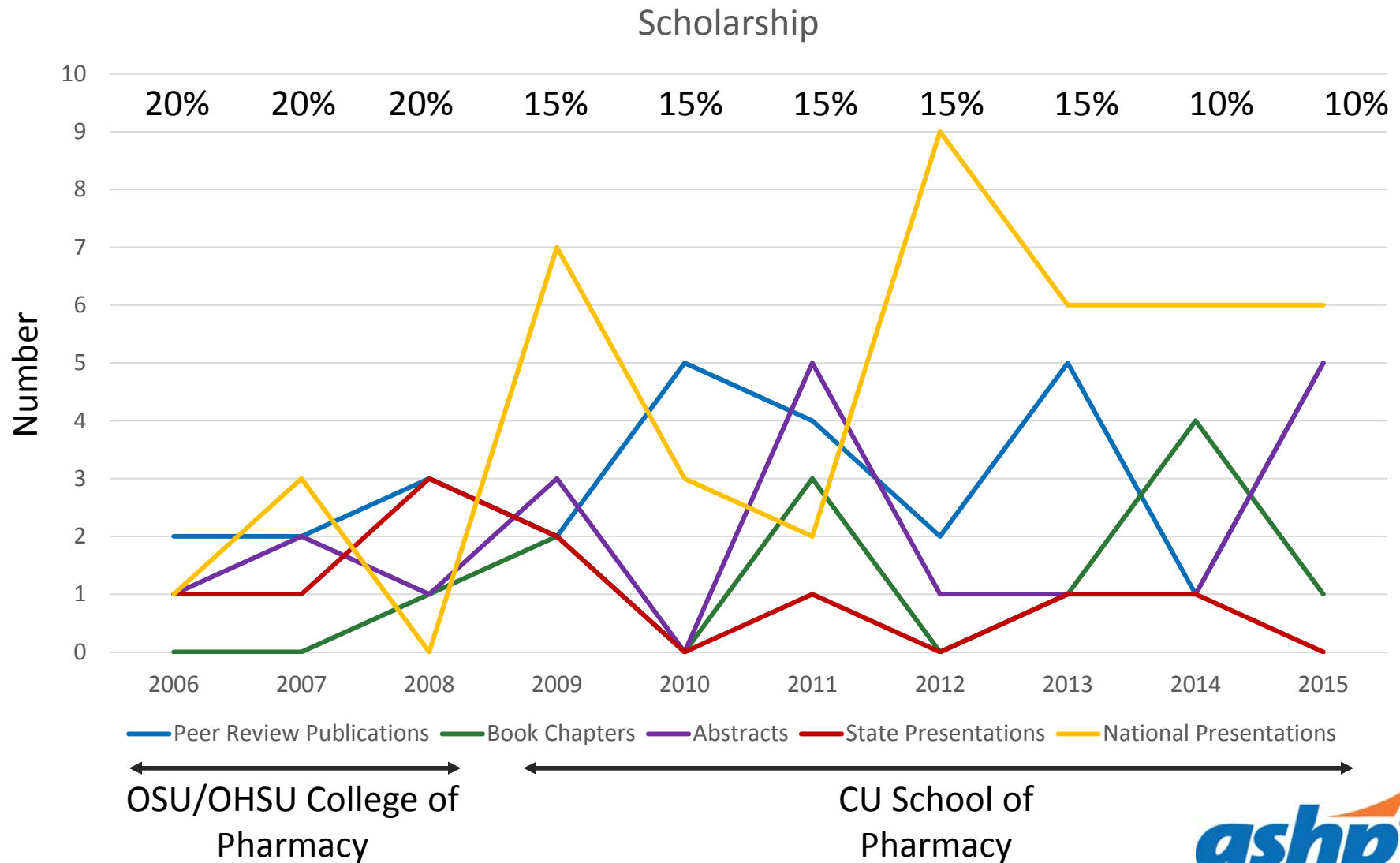
# My clinical service over the last 10 years



\*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)

# My scholarship over the last 10 years



# The Training Plan (Faculty Position Marathon)

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

**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

# Panel Questions



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**AACP**

**PURDUE**  
**COLLEGE OF PHARMACY**



**Skaggs** School of Pharmacy  
and Pharmaceutical Sciences

UNIVERSITY OF COLORADO

# Opportunities for a Career in Academia from AACCP

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

Senior Advisor, Student Affairs  
American Association of Colleges of Pharmacy

American Association of  
**Colleges of Pharmacy** AACCP  
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# 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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**Thank you. Have a great Midyear  
Meeting**