



46th ASHP Midyear Clinical Meeting & Exhibition

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# Planning Your Career in Academic Pharmacy

The American Association of Colleges of Pharmacy

*Presentations from 2007-10 available at:*

- *[www.aacp.org](http://www.aacp.org)*
- *Click on Career Development tab*
- *Then Faculty Recruitment and Retention*
- *See ASHP Midyear Clinical Presentations*



# **Advances in Pharmacy Education: Opportunities for New Faculty Members**

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# Objectives

- **Identify trends in pharmacy education that are shaping the workforce of the pharmacy profession.**
- **Outline the potential benefits and challenges associated with a career in academia.**



# Outline

- **Issues and challenges in academic pharmacy – looking to the future.**
- **Characteristics of the pharmacy education enterprise.**
- **Diversity of pharmacy schools and colleges.**
- **Characteristics of pharmacy faculty.**
- **Why would you want to join academic pharmacy?**



# Issues and Challenges in Pharmacy Education

- Implementation of Institute of Medicine objectives to improve health care
- Curriculum changes to meet Center for the Advancement of Pharmaceutical Education (CAPE) outcomes and changes in practice
- Faculty recruitment and retention
- Assessment



# Can we be part of the healthcare improvement solution?

- Healthcare is uncoordinated, not patient-focused, inefficient and expensive.
- IOM has recommended that health care become:
  - Patient-centered (coordinated, integrated)
  - Team-delivered (interprofessional)
  - Evidence-based
  - Informatics-supported
  - Safer; more efficient and more effective
  - Engaged in continuous quality improvement



# The CAPE outcomes and ACPE suggest similar curricular focus

- **Pharmaceutical care**
- **Systems management**
- **Public Health**





# Characteristics of the Pharmacy Education Enterprise

- **Approximately 125 schools/colleges (some in preliminary stages of accreditation).**
- **Accreditation by the Accreditation Council for Pharmacy Education (ACPE) is essential for licensure.**
- **0-8 schools per state.**
- **Many new schools.**
- **Many existing schools are expanding class sizes or developing satellite campuses.**
- **All award the Doctor of Pharmacy as the only entry-level degree for practicing pharmacists.**



# Question:

A 2000 study by Gershon, Cultice, and Knapp projected that there would be about 8,000 graduates in 2008. Since this was reported, there have been increasing class sizes and the opening of new pharmacy colleges.

About how many actually graduated in 2008?

- A. 6,500
- B. 8,500
- C. 10,500
- D. 13,500



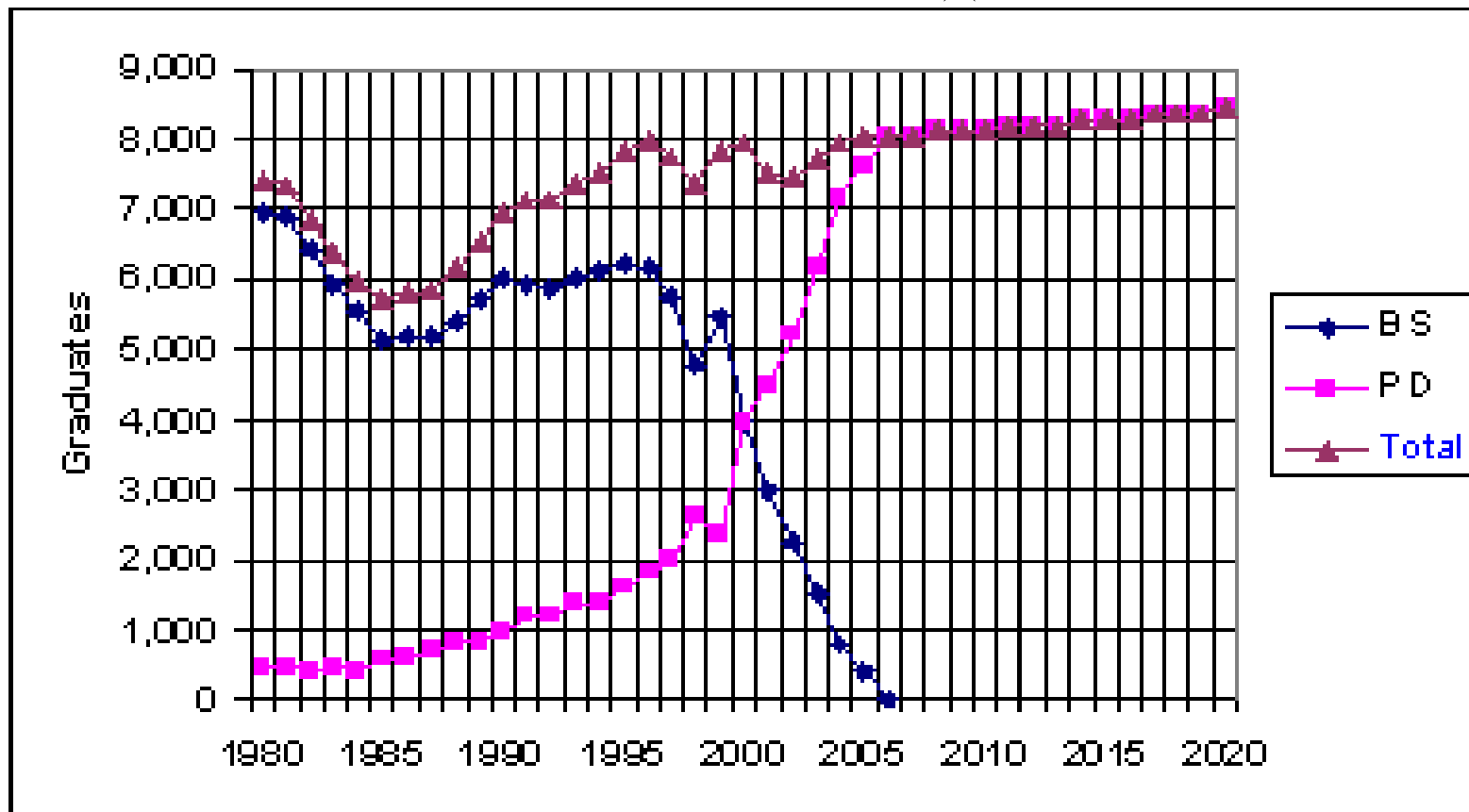
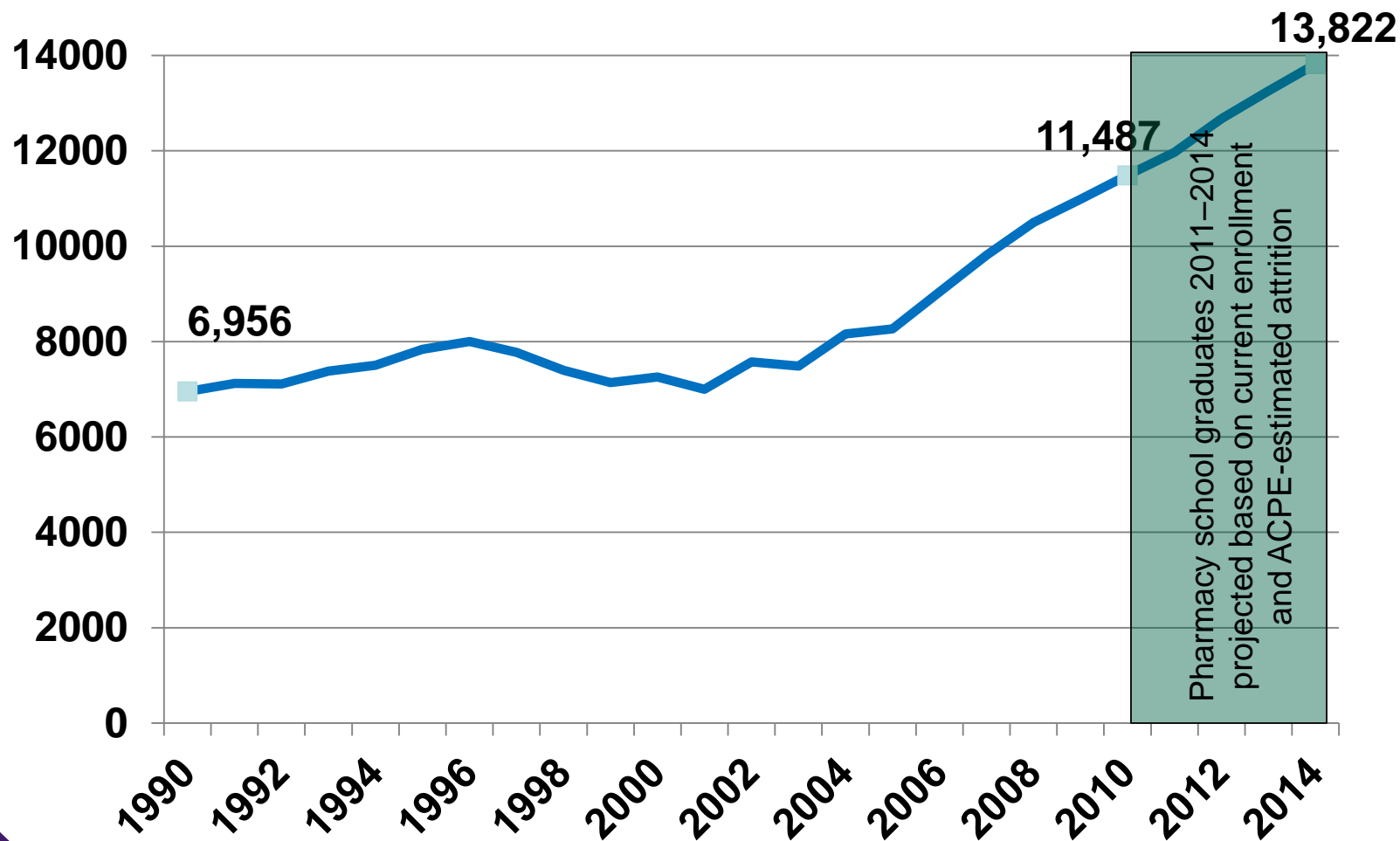


Figure 2. U.S. pharmacy graduates: 1980-2020.

From: SK Gershon, JM Cultice, KK Knapp, "How Many Pharmacists are in our Future."  
[www.hhs.gov/pharmacy/phpharm/howmany.html](http://www.hhs.gov/pharmacy/phpharm/howmany.html) presented at ASHP June 5, 2000.

# Pharmacy School Graduation Trends



Source: AACP Fall 2010 Data and ACPE February 2011 Estimates



# Diversity of Colleges and Schools Pharmacy

- ~40% are part of Academic Health Centers.
  - Some colleges have academic health centers at a distant campus (e.g., Texas, Georgia, Purdue, Connecticut).
- Some associated with osteopathic medical schools
- Some associated with larger comprehensive universities.
- Some are at smaller, private universities
- Some are stand alone (e.g., St. Louis College of Pharmacy, Massachusetts College of Pharmacy)



# Diversity of Colleges and Schools of Pharmacy

- Public (state funded) and private.
- Urban and rural and in-between.
- 4 year PharmD, 6 year PharmD starting from high school, and 3 year accelerated year-round programs .
- Some are research-intensive; others are more teaching-intensive.
- Class sizes range from 45 to 345.
- Some are at Historically Black Colleges/Universities (HBCUs).
- Some are at religiously-affiliated institutions.



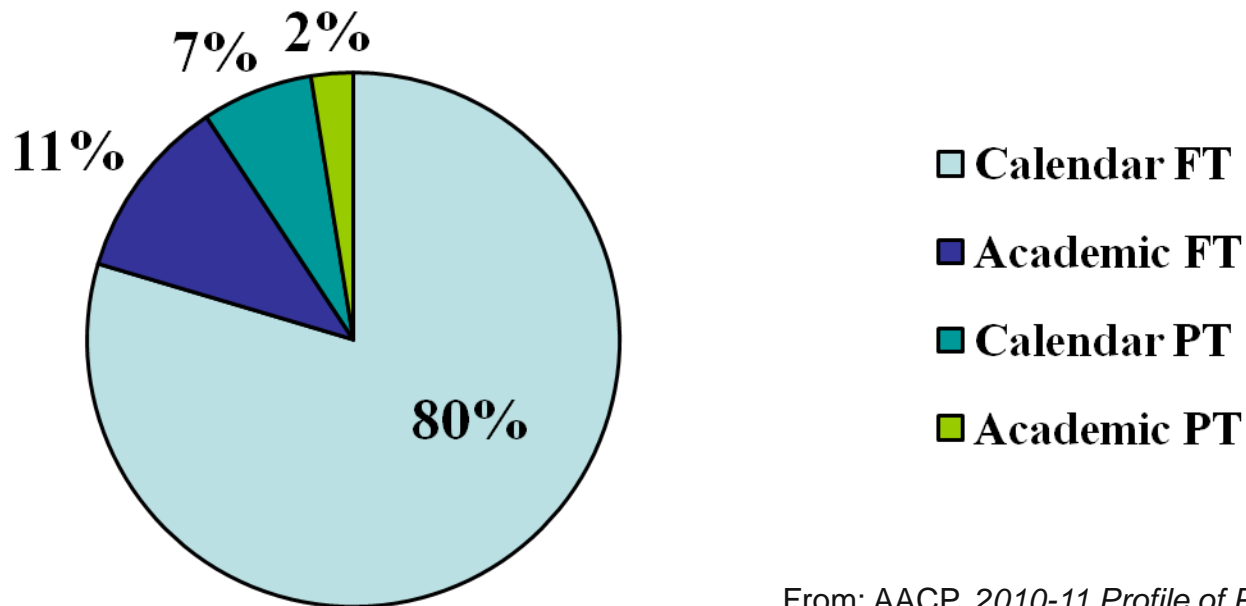
# Demand for Pharmacy Faculty

- Enough qualified applicants?
- Paid faculty members v. co-funded v. volunteer
- Is distance education one solution?
- Major limitation for expansion: experiential education
  - enough quality sites
  - development and support of volunteer preceptors as educators
  - role of simulation



# 2010-11 Type of Appointment

**Majority of pharmacy faculty are on full-time, calendar-year appointments.**



From: AACP. *2010-11 Profile of Pharmacy Faculty*. Alexandria, VA, 2011.



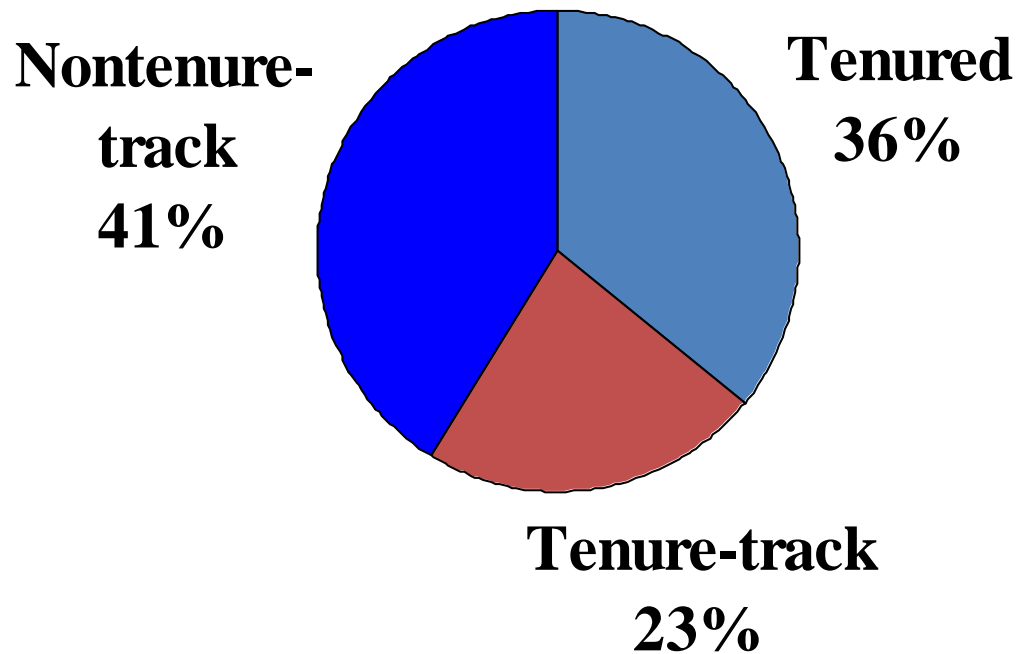
# Question:

The highest percentage of college of pharmacy faculty members are in:

- A. Non-tenure track positions
- B. Tenure track positions
- C. Tenured positions



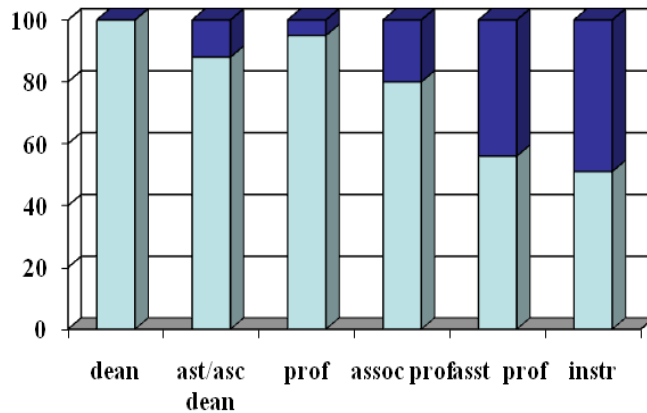
# Tenure Status



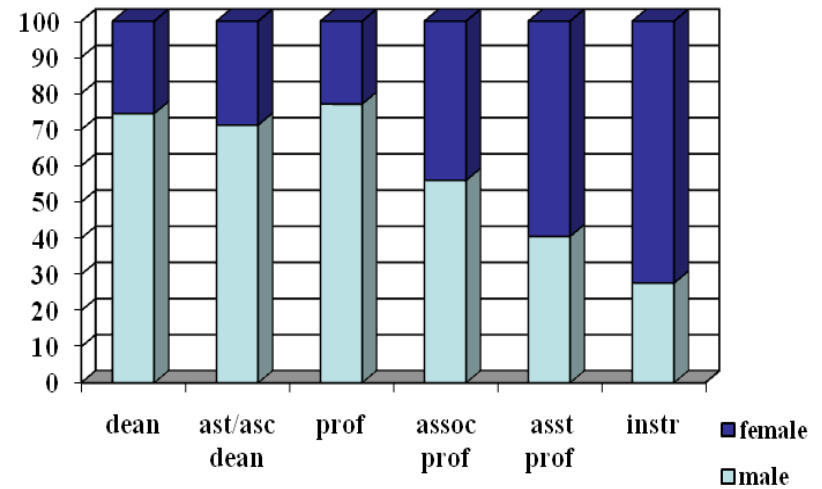
From: AACP. 2010-11 *Profile of Pharmacy Faculty*. Alexandria, VA, 2011.

# Faculty Gender Diversity

1991-92 Full-time faculty



2010-11 Full-time faculty



From: AACP. 2010-11 *Profile of Pharmacy Faculty*. Alexandria, VA, 2011.

# Three focus areas of faculty members

- **Basic, translational, clinical pharmaceutical scientists**
- **Practice faculty**
- **Social and administrative pharmacy faculty**



# Question:

**The highest number of college of pharmacy faculty members are:**

- A. Basic, translational, and clinical pharmaceutical scientists**
- B. Practice faculty**
- C. Social and administrative pharmacy faculty**



# Discipline

2010-2011 Full-time faculty

▪ Pharmacy Practice	2806
▪ Pharmacology/Biological Sciences	831
▪ Pharmaceutics	603
▪ Medicinal Chemistry	567
▪ Social/Admin Sciences	401
▪ Continuing Education	33
▪ Libraries/Educ Resources	32
▪ Liberal Arts	31



From: AACP. 2010-11 Profile of Pharmacy Faculty. Alexandria, VA, 2011.

# What do they have in common?

- All teach pharmacy students\*.
- All engage in and publish scholarly work\*.
- All participate in service activities\*.
- All are experts in their fields.

*\*The proportion of teaching/research/service expectations varies with the mission of the school and the university.*



# How do they differ?

- **Type and length of post-Pharm.D\* education and training.**
- **Practice and patient care responsibilities**
- **Educate residents and fellows vs. graduate students.**
- **Focus and amount of research activity expected.**
- **Teaching: classroom vs. practice setting and professional vs. graduate programs**

*\*some faculty, especially in the basic sciences, do not hold a Pharm.D.*





# Practice Faculty

- **Pharm.D. → Residency (general; 1 year specialty) or additional practice experience.**

**Some research training (exposure) → faculty position.**

**Pharmacy practice is significant job expectation.**

- **Clinician-educator model; often non-tenure track.**
- **Should document, assess, and publish impact of innovations on patient care outcomes.**



# Faculty are change agents

- **Competent and confident in their skills and abilities.**
- **Innovate/lead change and engage in continuous quality improvement.**
- **Post-graduate training and experience that facilitate innovation.**



Why would **YOU** want to join  
academic pharmacy?



# Attributes of a successful faculty member

- **Passion for teaching.**
- **Passion in research or practice area; change agent.**
- **Communication and Interpersonal skills.**
- **Independence, self-motivation and self-direction... combined with a willingness to work with others.**
- **Strong work ethic and ability to balance one's life.**
- **Excellent post-Pharm.D. education and research training – be prepared; don't rush it!**



# Question

**Which one of the following would be most characteristic of a pharmacy faculty position?**

- A. Forced overtime**
- B. Inability to refocus professional career direction**
- C. Lack of developmental opportunities**
- D. Need for good communication skills, self-direction, and strong work ethic**

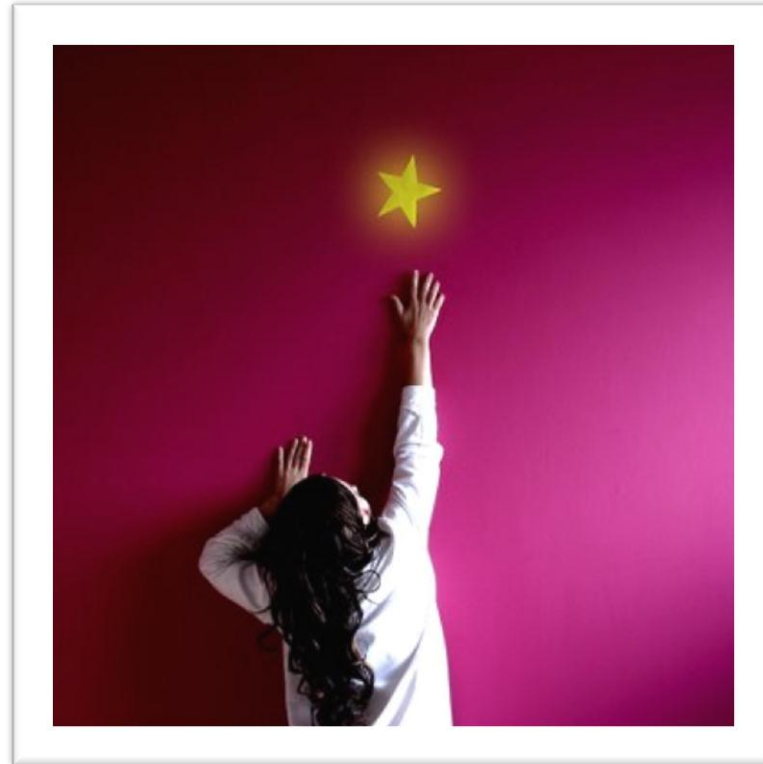


# What's good about being a faculty member?

- Can impact the future of the profession or your discipline nationally and internationally.
- Variety of opportunities, including travel.
- Students are fun, challenging and keep you intellectually young.
- Constantly learn new things; can change focus over time; sabbaticals!
- “Academic freedom:” choose your interests and how you spend each day, within the mission of the school and your defined position expectations.
- **It is the BEST job in all of pharmacy!**



**My advice: Try it out by getting some teaching experience as a resident or preceptor; and then....**



*Go for it!*