Chair Report of the Academic Affairs Committee

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According to the Bylaws of the AACP, the Academic Affairs Committee shall consider
the intellectual, social, and personal aspects of pharmaceutical education. It is expected to identify practices, procedures, and guidelines which will aid faculties in developing students to their maximum potential. It will also be concerned with curriculum analysis, development, and evaluation beginning with the preprofessional level and extending through professional and graduate education. The Committee shall seek to identify issues and problems affecting the administrative and financial aspects of member institutions. The Academic Affairs Committee shall extend its attention beyond intra-institutional matters of colleges of pharmacy to include interdisciplinary concerns with the communities of higher education and especially with those elements concerned with health education.

The 1995-96 Academic Affairs Committee was specifically charged to explore and develop strategies by which AACP and the academy can:
• attract and develop future faculty;
• capture and incorporate the thoughts and opinions of professional, graduate, and postgraduate students about their education and training programs; and
• evaluate the pros and cons of an AACP student unit (e.g., Council, special interest group) within AACP, and consider such a unit’s mission, purpose, structure, and financing.

President Mary Anne Koda-Kimble encouraged the Committee to approach its charges from the point of view of the student.

RECRUITMENT AND DEVELOPMENT OF FUTURE FACULTY

Background
When addressing this charge, the Committee identified the need to broaden the traditional definition of faculty. Whether or not they choose traditional academic pharmacy as a career, all pharmacy graduates will be teachers—of the public, of other health care professionals, and of future pharmacy students. Academic pharmacy must instill in students an understanding of and commitment to their role as future educators, and help develop the skills needed to carry out this critical function with enthusiasm and competence throughout the professional education process. For example, faculty at schools and colleges of pharmacy should investigate mechanisms by which professional pharmacy students can serve as peer educators (i.e., through tutoring programs, teaching assistantships, and academic/teaching clerkships).

By making competence as an educator an expectation of all graduates, awareness of career opportunities in academic pharmacy should be heightened, and academic institutions stand to attract more graduates to their ranks, both in traditional roles and as volunteer practitioner-educators. The committee encourages schools and colleges to develop formalized partnerships with practitioner faculty, and participate in their development as teachers with as much vigor and commitment as they do with full-time faculty. Engaging and nurturing this important segment of the faculty would not only augment the quality of formalized instruction offered by an institution, but also reinforce in students the message that teaching is an expected and rewarding component of professional responsibility. This, in turn, should help graduates stay linked to academic pharmacy regardless of which specific career option they elect to pursue.

The Committee also recognized the importance of continuing to explore mechanisms to encourage students to consider full-time careers as teacher-scholars. While the need to promote academic pharmacy as a career option has been widely recognized and discussed, national and local environments are not sufficiently positive to lure graduates faced with myriad inviting practice opportunities.

Recent calls by the Pew Health Professions Commission(1) to decrease the number of pharmacy schools, the shrinking pool of funds to support even high quality research endeavors, the demands placed on already stressed faculty to do more with less in all areas of professional responsibility, the less-than-competitive salary structures at many institutions, and the length of time needed to acquire the advanced educational credentials required by academia may serve as barriers to attracting students to academic careers. The Association must continue to assist faculty in helping students balance these academic career “cons” with the legitimate “pros” that not only exist now, but should also exist into the foreseeable future.

RECOMMENDATION 1: AACP should revitalize efforts to interest volunteer practitioner-faculty in the issues facing academic pharmacy and encourage their active involvement in school and Association affairs. Mechanisms by which this may be accomplished include:
• providing programming on ways schools can develop teaching excellence in volunteer, as well as full-time, pharmacy faculty and incorporate their ideas and energies effectively into all aspects of institutional functioning. Programs should encourage the development of an academic culture where practitioner-educators are accepted as important members of the pharmacy faculty.
• increased AACP involvement at national meetings of practitioners (e.g., APhA, ASHP, ACCP, NARD, etc.) to provide programming, administered by staff and/or AACP members, designed to inform pharmacists of the benefits of involvement in the academic process and to assist pharmacists in developing effective teaching skills. The goal of such programming would be to encourage pharmacists to actively affiliate with academic institutions as practitioner-educators.
• cooperation with state pharmacy associations to assist them in promoting participation in practitioner-faculty programs among their constituents, and in providing programming on effective teaching strategies in the practice environment;
• encouraging the development of productive relationships between school-based and practice site-based faculty to facilitate collaborative research and educational ventures.

1 Committee members: Nancy Fjortoft (Illinois); Richard H. Reuning (Ohio State); Victoria F. Roche (Creighton). Liaison Members: Robert H. Hunter (Merck Human Health Division); Stephanie Anderson (MCV/VCU), Stephen Feldman (Independent Consultant Pharmacists Services, Inc.).
RECOMMENDATION 2: AACP should establish a network of academic career liaisons, identifying one faculty member at each institution willing to spearhead efforts to encourage students to consider academic careers, as they are broadly defined. Through these individuals, AACP should provide faculty with information (e.g., existing and AACP-developed resources and tools) that could be used to promote academic pharmacy career opportunities throughout the curriculum and reinforce the importance of the teaching roles that will be assumed by all graduates, regardless of career path selected. The following are offered as examples of how AACP could interface with the academic career liaisons: AACP could:

• provide each academic career liaison with a roster of all liaisons to facilitate networking and communication;
• solicit ideas for programs, classes, etc. from the academic career liaisons and disseminate the compiled list to the group; and
• provide targeted programming at annual meetings addressing ways the liaisons might energize and mobilize faculty at their home institutions to be effective ambassadors for academic pharmacy.

INNUXION OF STUDENTS

Background

The Committee identified two purposes for involving students (including professional, graduate, and postgraduate students) in the activities and membership of AACP: (i) to engender interest among students in academic careers and establish a pool from which future faculty members may be recruited (discussed in Section A above), and (ii) to access student opinion and input, and mobilize additional talent to enhance and broaden the collective thought and products of AACP and its membership.

As background for its discussions regarding students, the Committee considered the Report of the 1st AACP Graduate Student Working Group (Appendix A) and documents pertaining to the Association’s reorganization efforts in 1981 through 1983, and conducted a survey of current student members of AACP (Appendix B). From these sources of information and the collective knowledge of the Committee members, no clear mandate nor rationale for establishing an official student unit of AACP was recognized. Because of clearly articulated student interest in mentoring, career development, and involvement with faculty, the Committee emphasized integrating students into existing and future AACP activities and structures, rather than establishing an organizational unit specific for students when discussing strategies to foster student involvement.

RECOMMENDATION 3: AACP should not be restructured to include a separate organizational unit specifically for student members (students enrolled in professional degree programs, graduate degree programs, and individuals completing postgraduate residencies and fellowships) of the Association. However, any current or future organizational structure of the Association should allow for active involvement and participation of students in programming and policy development.

The Committee offers the following activities as potential strategies to more fully integrate students into the activities of the Association:

• use AACP News and other current and future communication vehicles (e.g., AACP Home Page on the Worldwide Web) to invite student opinion by: (i) establishing a regular student column; and (ii) issuing overt invitations for commentary for, about, and by students;
• in July of each year, provide the leadership of Association units (e.g., section and council chairs) with the names and addresses of student members of the particular units with encouragement to involve them in committees and activities;
• facilitate the continued activity of the informal graduate student networking group;
• facilitate interaction among students and educators and provide teaching skill development and mentoring programs at meetings of organizations in addition to AACP (e.g., American Association of Pharmaceutical Scientists, American Chemical Society, American Pharmaceutical Association, American Society of Health-System Pharmacists, etc.);
• compile information about graduate student research interests and/or projects and distribute the list to AACP members to facilitate student-student and student-faculty communications;
• ensure high faculty attendance at student-based AACP functions; and
• explore the possibility of an on-line placement service.

OUTCOMES ASSESSMENT

Background

The Committee recognized that capturing the thoughts and opinions of students and graduates is difficult to do in a meaningful way at the national level. Data are more efficiently gathered and more effective in influencing improvement at the institutional level as part of a comprehensive outcomes assessment process. Student data, ranging from performance within individual courses to completion of capstone experiences such as experiential rotations, licensure, practice performance, and student/alumni satisfaction indices have an important role in outcomes assessment.

Outcomes assessment is the process of collecting information about the attainment of a stated desired outcome of an academic endeavor; analyzing that information by comparing and contrasting it with previously established statements of mission, goals, and objectives; then using that information to validate the existing effort or to make recommendations to guide improvement(2).

Outcomes assessment should be an important component of the curricular planning process. Planning and delivery of the curriculum should include desired outcomes for students to achieve; integrating instructional strategies, context, and structure to facilitate student achievement of outcomes; gathering student opinion regarding the effectiveness of the program and their mastery of expected outcomes; providing feedback to improve teaching and learning; and reporting on degree of achievement of the desired outcomes upon graduation.

RECOMMENDATION 4: AACP should develop tools (e.g., handbooks, programs, instruments) to facilitate and support the development of effective outcomes assessment activities/processes including, but not limited to, those that assess the opinions of current students and program graduates at individual member schools including data gathering, interpretation of data, and continuous quality improvement.

Am. J. Pharm. Educ., 60,SS-9S(1996); received 10/2/96.

References

REPORT OF THE 1st AACP GRADUATE STUDENT WORKING GROUP
1995 AACP Annual Meeting
Philadelphia, PA
July 10, 1995

INTRODUCTION
This first AACP graduate student working group was an informal network of graduate students intending the 1995 Annual Meeting. Members wanted to brainstorm and discuss ideas and issues pertaining to graduate students in the pharmaceutical sciences, many of whom plan on pursuing careers in academia. Any graduate student or those with interest in graduate student affairs were welcome to attend.

Those in attendance felt there was a philosophical basis for meeting: graduate students need to do more in the way of networking and getting involved in areas of future careers/research. AACP does a tremendous job in providing valuable programs and services to its members to improve the quality of pharmaceutical education. The Association, as well as pharmaceutical education in general, could greatly benefit by acknowledging and aiding its graduate student members as these students may soon become faculty members at pharmacy schools and leaders of the Association. The earlier in their careers that these students are exposed to principles of quality pharmaceutical education, the more likely they are to practice these principles and advance pharmaceutical education more quickly than at the present pace. Although AACP is not an individual member-driven trade organization, it could learn from other pharmacy organizations that involve students in their leadership. History has shown that students involved in organizations during their “professional socialization” process often go on to become successful professionals and leaders in those associations. APhA has already established graduate student representative positions in each section of the Academy of Pharmaceutical Research and Science. It is hoped that this initiative will recruit and enhance the involvement of more graduate students into that association whose practice and research pertain to the profession of pharmacy.

Of concern to major professors and graduate students alike is the question of time. If graduate students devote attention away from their research, they may not finish their programs “on time” or produce high quality research. Although these are valid arguments, approval of them goes against one aim of AACP: to help students involved in organizations targeting graduate students; have them set up a student reception at each Annual Meeting (first formal day of the meeting was a good time slot for students to meet each other; in Philadelphia it was Saturday. July 8 5:30-6:30 PM when no other events were scheduled);

Hold an informal graduate student business meeting at each Annual Meeting (day before the banquet was a good time slot: in Philadelphia we met on Monday. July 10, 9 PM., at the conclusion of the Searle reception);

Encourage graduate student attendance at NABP/AACP district meetings; possibly provide programming or a meeting targeting graduate students;

Solicit more graduate students to apply for an AACP student rotation; possibly keep the summer months open for an extended graduate student internship;

Establish post-doctoral positions for AACP research;

Develop and implement a plan whereby graduate students can do a mini-sabbatical with another institution; -OR- an exchange program of sorts for graduate students;

Encourage mentorship of graduate students by AACP member faculty; and,

Encourage graduate student members to do more in the way of recruiting professional students into graduate programs.

For APhA:

Hold a graduate student reception at each APhA Annual Meeting; possibly in conjunction with the New Practitioner’s group and just prior to the opening ASP social;

Encourage more interaction at the APRS graduate student open forum; perhaps provide an agenda in registrant’s meeting packets or in a previous mailing of issues to be discussed;

Encourage graduate student attendance at the APhA-APRS Mid-Year Regional Meetings; possibly provide programming or a meeting targeting graduate students; have them set up a booth similar to New Practitioners; and

Hold a more broad-based graduate school round table session at the Annual Meeting that highlights MBA, MPH, Med, and other non-pharmacy graduate programs, as well as PharmD, MD, and PhD programs in the pharmaceutical sciences.

ISSUES
Of greatest importance to the group were:

- Involving more graduate students in all pharmaceutical disciplines in AACP and APhA;
- Networking/communicating amongst ourselves on a regular basis;
- Enhancing our abilities as teachers and research assistants;
- Knowing what to look for in that first faculty position; and
- Recruiting more professional pharmacy students to pursue graduate education.

RECOMMENDATIONS
The graduate student working group has come up with some general suggestions for AACP leadership and staff, and APhA-APRS graduate student officers. The group encourages these associations as well as other organizations with graduate student interests to work together.

For AACP:

- List graduate student members in the AACP Roster with their respective institution, in the same format as faculty and adjunct faculty (e.g., area of discipline, e-mail address, degree, etc.);
- Add “blurbs” about graduate students in the school news section of the AACP monthly newsletter (e.g., appointments, fellowships/grants received, etc.) -OR- have a separate Graduation Student/Student Affairs column in the newsletter (perhaps on a quarterly basis);
- Appoint/solicit graduate student members on SIG’s, section committees, and other AACP bodies (e.g., think tanks, etc.);
- Hold a student reception at each Annual Meeting (first formal day of the meeting was a good time slot for students to meet each other; in Philadelphia it was Saturday. July 8 5:30-6:30 PM when no other events were scheduled);

Encourage mentorship of graduate students by AACP faculty;

Encourage graduate student members to do more in the way of recruiting professional students into graduate programs.

CONCLUSION
This graduate student working group hopes that its collaborations at the 1995 AACP Annual Meeting will be the first of many productive deliberations, and that this “summit” will spark programming for graduate students as well as increased involvement in pharmaceutical associations. It will aspire to uphold one of the primary goals of increased communication amongst the members, and work to see its ideas through to fruition.
APPENDIX B

RESULTS OF SURVEY OF AACP STUDENT MEMBERS
Conducted by 1995/96 Academic Affairs Committee

Number of surveys sent. 157
Number of responses received. 30

Table I. Type of program in which enrolled

<table>
<thead>
<tr>
<th>Type of program</th>
<th>No. of respondents</th>
<th>Percentage of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional degree (BS, PharmD)</td>
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<td>0</td>
</tr>
<tr>
<td>Graduate degree (MS, PhD)</td>
<td>26</td>
<td>87</td>
</tr>
<tr>
<td>Postgraduate residency. fellowship</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Other—just graduated</td>
<td>1</td>
<td>3</td>
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Programming found beneficial:
- poster session
- networking section
- roundtables
- Teachers Seminar
- section programs
- exhibits general sessions

Suggestions for program topics:
- more new faculty and TA training
- issues facing new faculty

Table II. Academic Section membership

<table>
<thead>
<tr>
<th>Section</th>
<th>Percentage of students</th>
<th>No. of respondents</th>
<th>Percentage of respondents</th>
</tr>
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<tbody>
<tr>
<td>Social and Administrative Sciences</td>
<td>41</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td>Pharmaceutics</td>
<td>24</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>Pharmacy Practice</td>
<td>15</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Continuing Professional Education</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library/Educational Resources</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No section designated</td>
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<td>1</td>
<td>3</td>
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Table III. AACP meetings

<table>
<thead>
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<th>Annual Meetings</th>
<th>Interim Meeting</th>
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<tbody>
<tr>
<td>Yes</td>
<td>8</td>
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<td>No</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>30</td>
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</table>

more teaching methods seminars and workshops
what it is like to hold an academic position
mentoring
recruitment for open positions
specific meeting for students

Reasons for joining AACP. Expectations for benefit/value of membership:
career networking (17)
increase awareness of/keeping up to date on issues facing pharmaceutical education (13)
to receive AJPE (5)
this will be my primary association/to retain affiliation with pharmacy (4)
to receive AACP News (4)
plan/help an academic career (3)
gain/exchange ideas concerning scholarly research and mentoring
to receive the Roster
had to join to present poster
become familiar with members and their areas of interest via publications and meetings
exposure to opportunities in academia
want to know what happens at colleges
improve skills as an educator
forum for research
presentation opportunities
gain ideas of what research is being most studied
exposure to other students’ research projects
become involved in curriculum development

Suggestions to enhance benefit/value of membership:
more unified activities/reduce number of SIGs to increase overall sense of belonging to one group
list graduate students in the Roster (2)
more student-focused programming
acknowledge participation of students in Association activities.
student input into affairs, programming, etc. publication of Industry Appointments sharing of wisdom of current members in Journal or AACP News about issues such as choosing a faculty member, working toward tenure, family issues, etc. updates on contributions in schools to pharmacy research

**Barriers to student involvement in AACP:**
demands of graduate school (15)
money (14)
lack of information/communication (3)
lack of voting role (inability to affect change)
poor local representation/presence
no real involvement opportunities for students

**Suggestions to facilitate student participation in Association:**
recognition as a member in the Roster
more publicity/better communication regarding benefits, activities, and meetings (2)
keep cost low
create more opportunities for student input
provide free literature
provide funding to support student attendance at meetings/waive registration fees
appoint students to committees
regional/local meetings on a regular/frequent basis

**Mechanisms to ensure student voices are heard on major issues:**
mail or e-mail surveys (8)
student representatives in each section and committee (5)
student letters, opinion pieces in AACP News (4)
student vote or at least input into issues facing pharmacy education (3)
student liaison/AACP staff with responsibility for student affairs (3)
develop a student advisory council to solicit ideas and concerns (2)
develop a student unit within AACP electronic listing of student members
campus visits
keep students updated on issues
involve more professional degree students
better publicity
include recent graduates/new practitioners

**Establishment of an AACP student unit. Advantages over current structure:**
yes (10)
more input into decisions/stronger voice
want vote in HOD
could make students more aware of opportunities in academic student unit would foster interdisciplinary relationships and relationships between schools
need more active/visible structure
student voice for student concerns and issues would be beneficial should benefit AACP to hear new views from students

**Suggestions to nurture student interest in an academic career:**
mentoring (10)
placement service (10)
publish information about postdoctoral opportunities (9)
publish information about postdoctoral opportunities (9)
provide scholarships/fellowships (7)
provide resources on teaching and learning issues (5)
workshops on proposal writing/obtaining funding (2)
workshops on the dissertation process
provide travel funds to meetings
industry contacts for networking interdisciplinary contacts
list of faculty with special interests
networking mechanisms
improve postdoctoral pay
how to transition from graduate student to faculty member
encourage faculty to involve their students more in faculty affairs
recognize outstanding research and methods in pharmaceutical education in form of financial awards
support promotion and tenure reform/review everyone every 3 to 6 years to clean out dead-wood faculty and administrators
would like information on the politics and administrative aspects of academia as well as the creative side of how to improve teaching skills
updates on the research work from different departments improve communication and concern for graduate students and graduate student programs

**Additional input:**
keep student membership fees low (2)
develop and maintain e-mail listing of students
provide a list of names and addresses of other student members
promote networking by example
continue social event for students at Annual Meeting
provide ex officio student membership status in HOD program using interactive presentation formats
provide more funds for students to participate in AACP events
student participation on committees
local campus gatherings organized among AACP members
add a student unit to the Association
large barrier is lack of a forum or mechanism to facilitate involvement
provide money for dissertation grants, especially in areas such as psychosocial research