Innovative Solutions: Resourceful Strategies for Delivering Quality Faculty and Staff Development Programming

Mariann D. Churchwell, PharmD, FCCP, BCPS; Suzanne M. Lee, MPH, BA; Susanne T. Nonekowski, Ph.D.;

Michelle N. Schroeder, PharmD, BCACP, CDCES; Julie A. Murphy, PharmD, FASHP, FCCP, BCPS

The University of Toledo College of Pharmacy and Pharmaceutical Sciences, Toledo, OH

Background

Ongoing professional and personal development opportunities are important for fostering and maintaining a healthy, adaptive, and productive workforce.[1] Workforce training and professional development (PD) have different goals. Training is specific and related to an individual's current role as it can fill in gaps in knowledge or skills such as a tutorial on a software update or inventory process. Professional development helps to foster individual abilities toward growth for the employee and the company.[1] The University of Toledo College of Pharmacy and Pharmaceutical Sciences (UTCPPS) identified a need to foster faculty and staff development to maintain a highly effective workforce that supports student learning and professional growth. Faculty and staff development goals at UTCPPS align with the College's mission, vision, and goals including the guiding principles of personal integrity, respect, and professionalism. Utilizing existing resources faculty and staff identified unmet needs and areas of interest to initiate ongoing development opportunities for faculty and staff.
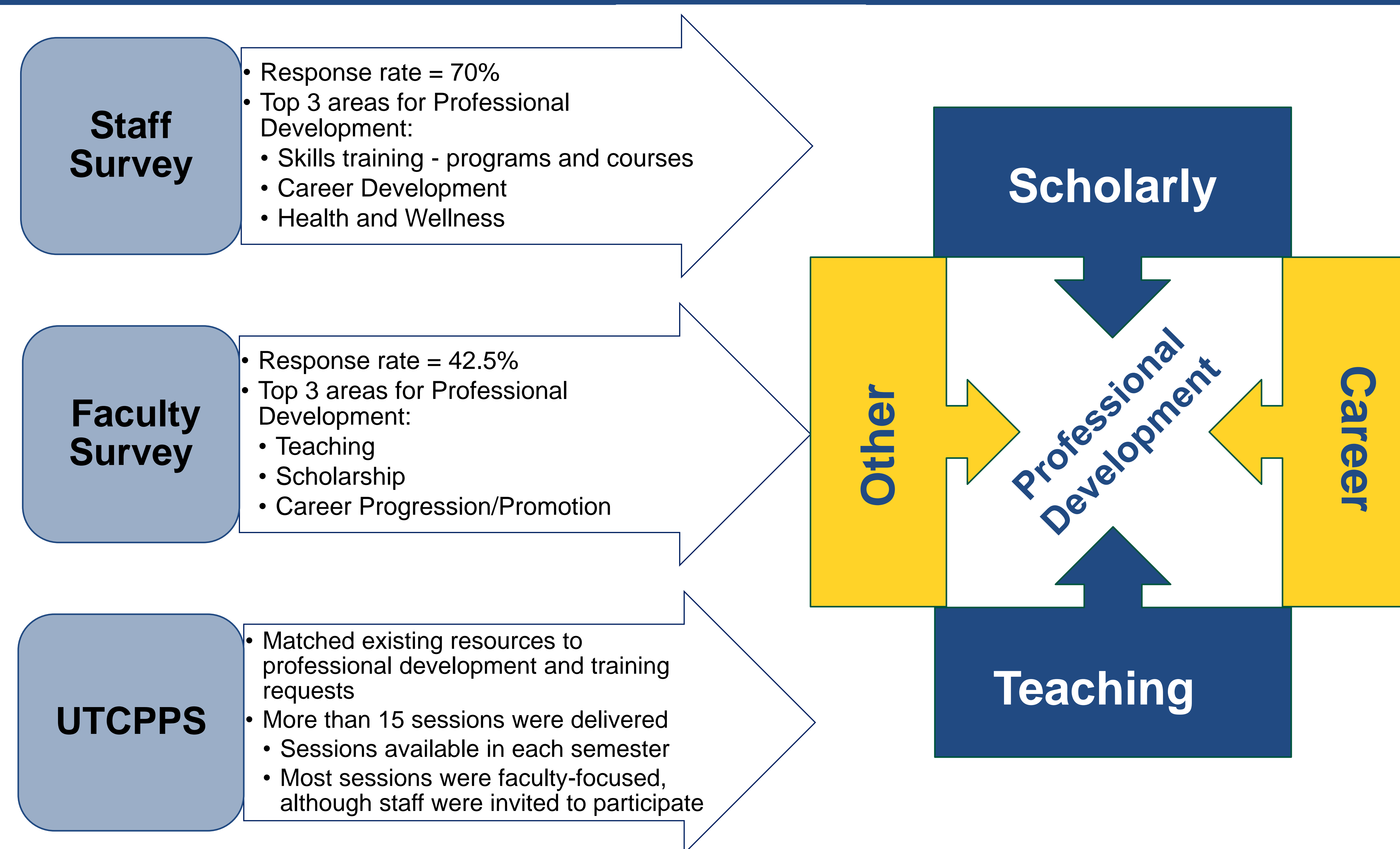
Objective

The University of Toledo College of Pharmacy and Pharmaceutical Sciences (UTCPPS) provides ongoing faculty and staff development by leveraging limited resources.

Methods

The results of the American Association of Colleges of Pharmacy (AACP) faculty survey revealed that more frequent professional development was an area of growth for UTCPPS. To identify priorities for professional development programming, a Qualtrics survey was administered to faculty and staff. Information from these surveys and feedback from the Assessment and Curriculum Committees was summarized and prioritized. An inventory of available resources for professional development was also compiled.

Disclosure: Authors have no financial or personal relationships with commercial entities that may have a direct or indirect interest in the subject matter of this presentation.

Staff Survey
- Response rate = 70%
- Top 3 areas for Professional Development:
  - Skills training - programs and courses
  - Career Development
  - Health and Wellness

Faculty Survey
- Response rate = 42.5%
- Top 3 areas for Professional Development:
  - Teaching
  - Scholarship
  - Career Progression/Promotion

UTCPPS
- Matched existing resources to professional development and training requests
- More than 15 sessions were delivered
- Sessions available in each semester
- Most sessions were faculty-focused, although staff were invited to participate

Scholarly → Professional Development ← Career
Other → Professional Development ← Teaching

Scholarly	Career	Teaching	Other

• Webinar Watch Parties
  • AACP Webinars
    • ChatGPT
    • Breaking Barriers
    • Happier Writer
• Distinguished Alumni Guest Speakers
	• University-Based Programming
	  • LinkedIn Learning®
	  • Course Design Institute
	  • Online Course Development
	• Book Clubs
		• Learning Management System Tools (3 sessions)
		• Active Learning workshop
		• Multiple-choice question writing
		• Simulation Center Tours
			• ABCs of Pharmacy
			  • Acronyms and Abbreviations
			• Course Assessment Training
			• Writing Program and Student Learning Outcomes
			• College Retreats
			• Student Organization Advising

Discussion

- Faculty and staff at UTCPPS identified PD as a priority for improving work satisfaction.
- An inventory of available resources was generated.
- While the PD sessions offered diverse opportunities for faculty and staff engagement, they did not include assessment questions or provide certificates of completion.
- Areas for growth are to develop professional and sustainable development goals, using guidance from the Centers for Disease Control (CDC)[2,3]

Sustain a professional development infrastructure
- Establish policies and procedures

Design professional development offerings
- Use adult learning research and content-based learning theory

Promote professional development offerings
- Schedule sessions to maximize attendance

Deliver professional development offerings
- Operationalized when other steps come together

Provide follow-up support
- Reinforces the transfer of learning

Evaluate professional development processes
- Report successes and redesign plan based on lessons learned

Conclusions

UTCPPS sought to maximize existing resources to provide quality professional development that was requested by faculty and staff and identified as needed by standing committees. Utilizing existing resources, we delivered diverse professional development seminars and workshops to faculty and staff. UTCPPS will continue to utilize resources creatively and efficiently to provide quality development opportunities for faculty and staff.

References

1. Meyer T. (2023) How to encourage employees to pursue professional development [Online]. Business News Daily. https://www.businessnewsdaily.com/10092-encourage-professional-development.html Accessed June 6, 2024.
2. Centers for Disease Control and Prevention. (2018) Professional Development [Online]. CDC, Atlanta. https://www.cdc.gov/healthyyouth/professional_development/index.htm Accessed June 6, 2024.
3. Havea PH. Quality Education, Encyclopedia of the UN Sustainable Development Goals 2020. https://doi.org/10.1007/978-3-319-69902-8_55-1 Accessed June 5, 2024.